

# **LAPORAN PENELITIAN HIBAH BERSAING**



## **THE EFFECTIVENESS OF TEACHING PASSIVE VOICE BY LINKED CIRCLES BOARD GAMES BASED ON ACTIVE LEARNING METHODS**

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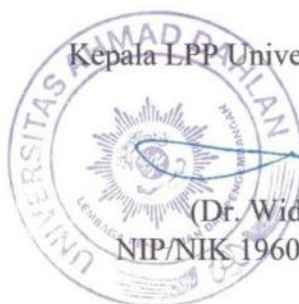
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**Bambang Widi Paratolo.** The Effectiveness of Teaching Passive Voice by Using  
Linked-Circles Board Games Based on Active Learning Method

**ABSTRACT**

. Indonesian ESL students find it is difficult to produce English sentences based on appropriate grammar because English language is different from Indonesian language. The difficulty of understanding different tenses will also influence the result of producing English passive voice. It often leads EFL students to make some grammatical errors. As the result, they become passive and unmotivated to learn. Active learning is a good method to improve student's motivation and achievement. One of the implementation of active learning is by using *linked-circles board games* (LCBG). The particular aim of this research is to know the effectiveness of teaching passive voice by using *linked-circles board games* (LCBG) based on active learning method.

This research is an experimental research with pre-test and post-test procedure. There was a try out before the test, and then it was continued by validity and reliability test product moment formula. After that, the new objective test, which only covered the valid and reliable ones was designed. The data were taken from the objective test. Pre-test was given before the classes were given treatment. Post-test was given after the classes were given treatment. The Population of the eleventh grade students of SMA Negeri 1 Gamping, 2012-2013 that consisted of 105 students. The total sample was 54 students. They were chosen by using a purposive sampling technique. The sample was divided into two groups; the experimental group and the control group. Then, the data were analysed using the t-test formula to see whether there would be a significant difference in teaching passive voice using LCBG for the eleventh grade students at SMA Negeri 1 Gamping compared to the one without using LCBG.

The result of  $t_o$  was 1.65 and  $t_t$  is 1.67.  $t_o$  (1,65) was lower than  $t_t$  (1.67) with the 5% level of significance. It indicated that there was no significant difference in teaching passive voice using LCBG for the eleventh grade students at SMA Negeri 1 Gamping compared to the one without using LCBG. However, the highest score of experimental group was increased 2.25 points or 33.33 %. While the highest score of control group was increased 1.5 points or 24 %. The mean score of experimental group was increased 2.47 points or 48.43%. The improvement of experimental group was better than control group. It means that teaching passive voice by using LCBG was still better than the teaching passive voice conventionally or without using LCBG.

**Keywords:** teaching grammar, passive voice, board games

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Language is a means of communication, by using language man can express his ideas and wishes to other people such as when he needs their help so that close cooperation among members of the group can be carried out (Ramelan, 1992:8). It helps people to talk and understand each other. They can communicate with other group of people or nations. A successful communication needs communicative language media (communicative competence) that have rules and norms, which should be carried out in communication. Brown (2000:5) states that language is a system of arbitrary conventionalized vocal, written or gestural symbols that enable members of given community to communicate intelligibly with one another. Language is used for communication.

People around the world speak in many different languages based on their nationality, their society, or their culture. In fact, English is considered as a global language which is spoken by a lot of people in the various societies as the international language. As Richards (2007: 2) states that English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivation for learning it come in to play. For that reason, English has been determined as the first second language used in many countries including Indonesia.

Lie (2007: 3) states that Learning English in primary and secondary (Grades 1 through 12) schools serves two purposes. First, students need to be prepared to read English texts in their college years. Second, competence in the English language is still used as a determining factor in securing a favourable position and remuneration in the job market.

Although English language has been taught as the foreign language in our country for a long time, there have still been many problems aroused. As Yuwono (2005: 4) argues that the changing of curriculum and approaches along with the changing of the Minister of Education was not uncommon. Furthermore, he states that the big class sizes and teachers with poor mastery of English are two obvious factors that contribute to the on-going problems in ELT in Indonesia.

The aim of English education in Indonesia is preparing the learners to communicate by using English language so that, finally, they are able to participate in community using the language. Therefore the teachers have to develop communicative competence in spoken and written, or discourse competence. In this case, communicative approach which is expected to provide communicative competence is good for language teaching.

In order to have communicative competence, students should have the abilities in using grammar (grammar competence) (Richards, 2006: 3). Teaching grammar usually becomes a complex problem for the language teachers. They must consider the best technique used to teach grammar. Most of Indonesian ESL students find it is difficult to produce English sentences



based on appropriate grammar because English language is different from Indonesian language. English has both time adverbs and tenses. On the other hand, Indonesian has only the time adverbs but not the tenses. Moreover, in Indonesian language, the form of the verb does not change although the time changes. For example: *Dia belajar setiap hari* (present tense) and *Dia belajar tadi malam* (past tense); He studies everyday (present tense) and he studied last night (past tense).

The difficulty of understanding different tenses will also influence the result of producing English passive voice. Passive voice can be said as an important part of grammatical structure used in any kind of English form, both written and spoken. Students have to able to identify and use the correct form of passive voice in order to get good language skills achievements. Generally, EFL students tend to make some grammatical errors. The teachers should be aware of the difference between errors and mistakes. Errors are systematic deviation from the accepted system of the target language. Mistakes are non-systematic deviation from the accepted system of language being learned and it's usually due to human limitation such as tiredness, nervousness and fatigues (Norrish, 1983:7). As Corder (1973: 260) stated that errors are those features of the learners utterance which are different from those of any native speakers and the learners do not recognize their errors, so that they cannot correct their errors themselves. Language error can be said as a result of incomplete learning or incomplete knowledge. As Ellis (1997: 17)

explains that errors reflected gaps in a learner's knowledge: they occur because the learner does not know what is correct.

This kind of grammatical error also becomes one of the problems faced by students of SMA Negeri 1 Gamping. As the result, they become passive, confused, shy, afraid of making mistakes, and feel bored when they are studying English grammar, including passive voice, and sometimes they are sleepy in the class. It can lead negative results to the students; they become unmotivated to learn and unable to communicate in English. Finally, they will get less good achievements. Furthermore, in Indonesian EFL classroom, teacher generally still becomes the centre of teaching learning process. Knowledge is obviously transmitted from teacher to students. There is no chance for the students to be involved actively. They just receive information passively. Therefore, it is a must for the teacher to make a deep consideration about how to encourage students to be more active in the classroom. Active learning is a good choice for the English teachers to promote. As Bonwell and Eison (1991) argue that active learning leads to better student attitudes and improvements in students' thinking and writing.

The use of games is one of the implementation of active learning method. It would help both teacher and students to achieve the objective of teaching learning process. Games will encourage the student to be more involved as a doer in classroom. As Sanches et al explain (2007), games are very useful in a class because they provide an opportunity for students to use their language in a less formal situation , without the pressure of doing it

absolutely rightly or not, but with the enthusiasm for winning the game, as well as practicing the language. There are many kinds of games which teacher can apply; one of them is board games. Chang and Cogswell (2008) point out that using board games in the language classroom is an effective, low-anxiety, and fun way for students to learn and practice communication skills as well as develop their own communication strategies that can be readily applied to the real world.

In the research, the implementation of learning circle was proposed. As Owen (1997) in Wang (2009) points out a circle as a form without head or foot, without higher or lower position, and without sides to take; it is a form of fundamental geometry of open human communication and decision-making. Based on those previous explanations above, the writer are interested to conduct an observation on the students' ability in using passive voice. The study focuses on teaching passive voice by using linked circles board games (LCBG) and its difficulties that might be faced by the teachers and the students.

## **B. Limitation of the Study**

The students sometimes feel that English is a difficult lesson. They often complain that they get some difficulties in learning grammar, especially passive voice. The students are not able to transfer the meanings in writing or to understand the written words because there are many differences between Indonesian and English grammar. Furthermore, they sometimes feel bored

when they have to study grammatical structure of passive voice. In this research, the teaching passive voice through *linked circles board games* (LCBG) was discusses.

### **C. Statements of the Problem**

1. Is teaching passive voice by using *linked circles board games* (LCBG) effective for eleventh grade students of SMA Negeri 1 Gamping?
2. What are the difficulties faced by teacher in teaching passive voice by using *linked circles board games* (LCBG)?

### **D. Objectives of the Study**

1. To find out the effectiveness of teaching passive voice by using *linked circles board games* (LCBG).
2. To find out the difficulties faced by the teacher in teaching passive voice by using *linked circles board games* (LCBG).

### **E. Significances of the Study**

The result of the study is expected to be useful for the learning process of English. The advantages of the study are as follows:

1. The students of SMA Negeri 1 Gamping

The students will be motivated to learn more about passive voice and improve their ability in using passive voice.

2. The teacher of SMA Negeri 1 Gamping

The teacher will know the difficulties of in using passive voice faced by their students so that they will find a good method in overcoming the difficulties.

3. The readers

The readers are expected to know further about the techniques of teaching passive voice by using *linked circles board games*.

## **F. Definition of Key Terms**

1. Teaching

Based on Oxford Learner's Pocket Dictionary, teaching means work of a teacher; earn a living (1995: 425).

2. Passive voice

The passive voice is viewed as a deviation from the active voice. This means that it is a change in the world order of the active voice; more precisely, it is the inversion of subject-object position; by that, it is meant that the subject takes the place of the object and the object takes the place of the subject and by that the object functions as the grammatical subject of the passive sentence (Swiewiersk, 1984).

3. Linked-circles board games (LCBG)

According to A History of Board Games, board games are defined as any game played primarily on, but sometimes just near, a board of

some kind (2003). Linked-circles board games (LCBG) are several board games linked together.

#### 4. Active learning

Active learning is a kind of active, multisensory and participatory learning. Students are encouraged to join in the class. It requires learners to do more things rather than mechanically follow their teachers' instructions. Meanwhile, teachers are required to do more than simply pass on the knowledge (Campbell & Campbell, 2008).

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theories of Language Learning and Teaching**

A language plays an important role in human life because people need it to communicate each other. By using a language, people are able to convey their idea, thought or even feeling about something. According to Longman Dictionary of Language Teaching and Applied Linguistics, language is the system of human communication which consists of the morphemes, words, sentences, utterances (Richards and Richard, 2002: 283). In addition, language is a system of communication in speech and writing used by people of particular country (Hornby, 1995). Furthermore, Brown (2000:5) states that language is a system of arbitrary conventionalized vocal, written or gestural symbols that enable members of given community to communicate intelligibly with one another. He also explains a number of possible definitions of language which can be used to analyse the characteristics of language. On the following are those definitions:

1. Language is systematic.

Its area is the explicit and formal accounts of the system of language on several possible levels (Brown, 2000: 5). Language is a highly organized system in which each unit plays an important part which is related to other parts. Each language is a system consisting of two subsystems. One is the subsystem of meaningful units. The other is

subsystem of sounds, which have no meaning in themselves but which form meaningful units (Boey, 1975: 1-2).

Language as system enables the language user to combine phonemes to form words, words to form phrases, phrases to form sentences, and sentences to form spoken or written texts—each unit following its own rules as well as the rules for combination. Crucial to understanding language, then, is the idea of systematicity (Kumaravadivelu, 2008: 5).

2. Language is a set of arbitrary symbols.

Its area is the symbolic nature of language; the relationship between the language and reality; the philosophy of language; the history of language (Brown, 2000: 6). The relation between a word and its meaning is a matter of convention. There is no connection between the sounds people use and the objects to which these sounds refer (Boey, 1975: 2).

3. Those symbols are primarily vocal, but may also be visual.

Its area is the phonetics; phonology; writing systems; kinesics; proxemics; and other paralinguistic features of language (Brown, 2000: 6). People mainly use their vocal organs in the process of communication in which language are involved. There are speakers and listeners in this kind of communication process. Otherwise, people sometimes use gesture and body language without saying any word to communicate. They depend on the visual descriptions in this process of communication.



4. The symbols have conventionalized meanings to which they refer.

Its area is the semantics; language and cognition; psycholinguistics (Brown, 2000: 6). The meaning of word cannot be derived from its physical appearance or characteristic, it cannot only be obtained by describing the objects, and it cannot be reduced to the particular image in one's mind. The meaning of words has to be obtained by finding the relations between words, concepts and things in the real world.

5. Language is used for communication.

Its area is the communication systems; speaker-hearer interaction; sentence processing (Brown, 2000: 6). Language is a mean of communication between individuals. It also brings them into relationship with their environment. Language is therefore socially learned behavior, a skill that is acquired as we grow up in society. Because of that reason, language can also be defined as a social phenomenon (Boey, 1975: 3).

6. Language operates in a speech community or culture.

Its area is the dialectology; sociolinguistics; language and culture; bilingualism; second language acquisition (Brown, 2000: 6). Each language is a part of the culture that produces it and is adequate for the needs of the people who use it. Any language, therefore, is as good as any other in that it serves the purpose of the particular culture. In other words, all language are equally complex (Boey, 1975: 3).

7. Language is essentially human, although possibly not limited to human.

Its area is the human language and nonhuman communication; the psychology of language (Brown, 2000: 6). Animals also communicate each other, but their language is perfectly different from human language. The animal system of communication can produce only a limited number of messages and animals cannot produce a new combination of noises to meet the needs of new situations. It does not contain of the use of the dual structure of sound and with its complex relationships that human beings study in grammar. The animal communication system are genetically transmitted. In the opposite, human language has to be learned anew by each speaker and culturally transmitted (Boey, 1975: 3).

8. Language is acquired by all people in much the same way, both language and languages learning have universal characteristic.

Its area is the language universals; first language acquisition (Brown, 2000: 6). Language universal means (in general linguistic use) a language pattern or phenomenon which occurs in all known languages. For example, it has been suggested that:

- a. if a language has dual number for referring to just two of something, it also has plural number (for referring to more than two). This type of universal is sometimes called an implicational universal.
- b. there is a high probability that the word referring to the female parent will start with a nasal consonant, e.g. /m/ in English

mother, in German Mutter, in Swahili mama, in Chinese (Mandarin) muqin (Richards and Schmidt, 2002).

As it has been explained before, this kind of definition has something to do with the first language acquisition. Moreover Richards and Schmidt has been described first language acquisition. The following is that:

First language acquisition is the process of learning a native language. First language acquisition has been studied primarily by linguists, developmental psychologists, and psycholinguists. Most explanations of how children learn to speak and understand language involve the influence of both the linguistic input to which children are exposed in social interaction with their parents and other caregivers and a natural aptitude for grammar that is unique to humans (2002: 203).

Many researchers have conducted a number of observations about how languages are learned by the native speakers. They have tried to find out how a child learn words and put them together, step by step, in meaningful sentences.

Language cannot be separated from the people who speak it. A language will definitely die when there are no people speak it and use it as their native language. In order to keep a language still alive, there should be a number of people who produce it in their communication system. Normally, people are able to produce meaningful sentences in their native language. As Boey states that language is productive or creative. This refers to the ability

of native speakers to understand and produce any number of sentences (which they have never heard before) in their mother tongue (1975: 2).

There are many languages in the world. One of them is English. English is an International Language, and it is very important nowadays. English is a global language, which is spoken by more and more people in the world. Besides, English has a role as a language of science, technology and art. People who are able to communicate in English will be easier to get more information and knowledge. Millions of people today want to improve their command of English, and the opportunities to learn it is provided in many different ways such as formal or informal instruction, studying abroad, the media, and internet.

Richards (2007: 2) states that English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivation for learning it come in to play. Ingram (2003) argues that English has become the main international language which is so dominant. In fact, English is the most widely spoken language in the world. Crystal (as cited in Ingram, 2003), in 1987, estimated that there were 350 million native speakers but another 1400 million people who spoke it regularly as a second or foreign language. Thus, in many countries around the world, including Indonesia, English language has been taught as a foreign language in Elementary School, Junior High School, Senior High School, and University level.

## **1. General Concept of Language Teaching and Learning**

Teaching is an activity of transferring knowledge that is associated one to each other. Teaching means the helping and guiding someone to learn something he/she does not know yet. According to Brown, (2000: 7) teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. He further explains that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Our understanding of how the learner learns will determine our philosophy of education, teaching style, approach, methods, and classroom technique.

Harmer (2002: 56) states that teaching means to give (someone) knowledge or to instruct or to train (someone). In addition, it means to show somebody how to do something' or to 'change somebody's ideas'. Moreover, he says that in recent year, under the influence of humanistic and communicative theories, great emphasis has been placed on learner-centered' teaching, that is, teaching makes the learners' needs, and experience central to the educational process.

On the other hand, learning is a change which is caused by the experiences or trainings. It therefore has nothing to do with natural growth. As Salkind states that learning is defined as any relatively permanent change in behaviour that is not the result of normal growth or maturation. There is no limit to the range of behaviours that might be

considered or the contexts in which they occur (2008: 273). It can also be interpreted as the process by which change in behaviour, knowledge, skills, etc., comes about through practice, instruction or experience and the result of such a process (Richards and Richard, 2002: 298).

According to Cronbach (1954), learning is characterized by change in behaviour as a result of experience. Behaviour involves responses to a situation. If a person makes different responses at present in compare to the past period, it can be said that he has learned something. Furthermore, Gary and Kingsley in Snelbecker (1974) state that learning is the process by which behaviour, in a broad sense, is originated or changed through practices or trainings.

Kimble et al in Brown (2000: 7) argue that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioural tendency and is the result of reinforced practice. Furthermore, he defines learning as acquisition or getting. It is retention of information or skill, and the retention implies storage systems, memory, and cognitive organization. In addition, learning involves activeness, conscious focus on and acting upon events outside or inside the organism. It is relatively permanent but subject to forgetting. Learning involves some forms of practices, perhaps reinforced practices. Learning is change in behaviour.

The learning objective, clearly one of the most influential and useful concepts in educational psychology, may be defined as a statement

placed within an instructional lesson that describes what the student should learn (Salkind, 2008: 591). In the other words, learning objective will help the students more focus on the aspects of the materials they are going to learn. In English language learning, for example, the main objective is students are able to conduct a meaningful communication each other. The students will successfully achieve the English learning objective and complete the lesson if they have the following characteristics described in Harmer (2001: 10):

- a. *A willingness to listen*: good learners listen to what's going on – not just the sense of paying attention, but also in term of really listening to the English that is being used, soaking it up with eagerness and intelligence.
- b. *A willingness to experiment*: many good learners are not afraid to have a go'. They are prepared to take risks, to try things out and see how it works. Not all successful language learners are extroverts, but the urge to use the language (loudly or quietly) is important one.
- c. *A willingness to ask questions*: although some teachers can become irritated by students who are constantly asking difficult (and sometimes irrelevant) questions, the urge to find out why is part of a successful learner's equipment. Good teachers frequently invite students to ask if they do not understand something. Good

learners do this, judging when it is appropriate to do so and when it is not.

- d. A willingness to think about how to learn: good learners bring or invent their own study skills when they come to a lesson (and/or when they study on their own). They think about the best way to write vocabulary in their own wordbooks, for example, the best way to read a text (slowly, translating every word? Or quickly, trying to get a general understanding?), the best method of drafting and re-drafting a piece of writing.
- e. A willingness to accept correction: good learners are prepared to be corrected if it helps them. They are keen to get feedback from the teacher and act upon what they are told. But this only works where teachers are able to offer constructive criticism rather than castigating them for being wrong. Giving feedback involves praising students for things they do well, and offering them the ability to do things better where they were less successful. It involves teachers in judging their students' responses to correction so that they can act accordingly.

Language learners (especially second language learners) are successful in learning when they have acquired four language skills, which are listening, speaking, reading and writing. Arnold (1999) in Brown (2000: 142) states that there is no doubt at all about the importance of personality factors in building a theory of second language



acquisition. It means that the results of second language learning are much influenced by affective domain which refers to the emotional side of human behaviour. It also has something to do with the learners' feelings that can be developed to be a variety of personality factors (Brown, 2000: 143). Moreover, Brown explains specific personality factors that affect second language learning result, as follows:

a. Self esteem

Self-esteem is probably the most common aspect of any human behavior. Malinowski (1923) in Brown (2000) noted that all human beings have a need for phatic communion; defining oneself and finding acceptance in expressing that self in relation to valued others. The following is a well-accepted definition of self-esteem (Coopersmith, 1967, cited in Brown, 2000): In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves.

People derive their sense of self-esteem from the accumulation of experiences with themselves and with others and from assessments of the external world around them. Three general levels of self-esteem have been described in the literature to capture its multidimensionality:

- 1) General, or Global Self-Esteem is relatively stable in a mature adult, and is resistant to change except by active and extended

therapy. It is the general assessment one makes of one's own worth over time and across a number of situations.

- 2) Situational or Specific Self-Esteem refers to one's self-appraisals in particular life situations. The degree of specific self-esteem a person has may vary depending upon the situation or the trait in question.
- 3) Task Self-Esteem relates to particular tasks within specific situations. For example, it might refer to one's self-evaluation of a particular aspect of the 2nd language acquisition process: speaking, writing, a particular class in a second language (2000: 145-146)

b. Inhibition

All human beings, in their understanding of themselves, build sets of defences to protect the ego. The human ego encompasses what is referred to as language ego or the very personal, egoistic nature of second language acquisition. Meaningful language acquisition involves some degree of identity conflict as language learners take on a new identity with their newly acquired competence. An adaptive language ego enables learners to lower the inhibitions that may impede success.

Many findings from inhibition studies have given rise to a number of steps that have been taken in practices to create techniques that reduce inhibition in the foreign language classroom. Language

teaching approaches in the last three decades have been characterized by the creation of contexts in which students are made to feel free to take risks and to orally try out hypotheses.

It broke down some of the barriers that often make learners reluctant to try out their new language. Anyone who has learned a foreign language is aware that second language learning actually necessitates the making of mistakes. We test out hypotheses about language by trial and many errors. Children learning their first language and adults learning a second can really make progress only by learning from their mistakes. If we never ventured to speak a sentence until we were absolutely certain of its total correctness, we would likely never communicate productively at all.

Mistakes can be viewed as threats to one's ego. Because they pose both internal and external threats. Internally: one's critical self and one's performing self can be in conflict: the learner performs something "wrong" and becomes critical of his or her own mistake. Externally: learners perceive others to be critical (2000: 147-148).

c. Risk-taking

Risk-Taking or what is otherwise known as the ability to make intelligent guesses. Impulsivity is a style that could have positive effects on language success. Learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of

being wrong. Beebe (1983:40) in Brown (2000: 149) described some of the negative ramifications that foster fear of risk-taking:

- 1) In the classroom: a bad grade in the course, a fail on the exam, a reproach from the teacher, a smirk from a classmate, punishment or embarrassment imposed by oneself.
- 2) Outside the classroom: fear of looking ridiculous, fear of the frustration coming from a listener's blank look, fear of the alienation of not being able to communicate and thereby get close to other human beings & fear of losing their identity.

According to Dufeu (1994: 89-90) in Brown (2000: 150), teachers need to establish an adequate affective framework so that learners "feel comfortable as they take their first public steps in the strange world of a foreign language. To achieve this teachers have to create a climate of acceptance that will stimulate self-confidence, encourage participants to experiment and to discover the target language, allowing themselves to take risks without feeling embarrassed.

We may be tempted to assume that high risk-taking will yield positive results in second language learning; however, such is not usually the case. A number of studies have found that successful language learners make willing and accurate guesses. So, impulsivity is not always a good thing. Risk-taking variation seems to be a factor in a number of issues in second language acquisition and pedagogy.

The silent student in the classroom is one who is unwilling to appear foolish when mistakes are made. Self-esteem seems to be closely connected to a risk-taking factor: when those foolish mistakes are made, a person with high global self-esteem is not daunted by the possible consequences of being laughed at. The implications for teaching are important. The overly high risk-takers, who enjoy dominating the classroom with wild gambles, may need to be "tamed" a bit by the teacher. Encouraging students to guess somewhat more willingly than the usual student is prone to do, and to value them as persons for those risks that they take (2000: 150).

d. Anxiety

Anxiety is a factor that is intertwined with self-esteem and inhibition and risk-taking. It plays an important affective role in second language acquisition. Even though we all know what anxiety is and we all have experienced feelings of anxiousness, anxiety is still not easy to define in a simple sentence. It is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry.

The research on anxiety suggests that anxiety can be experienced at various levels:

- 1) Trait Anxiety is a permanent predisposition to be anxious.
- 2) State Anxiety is experienced in relation to some particular event or act.

Trait anxiety, because of its global and somewhat ambiguously defined nature, has not proved to be useful in predicting second language achievement (MacIntyre & Gardner 1991 in Brown, 2000). However, recent research on language anxiety, as it has come to be known, focuses more specifically on the situational nature of state anxiety. Recent research on language anxiety, focuses more specifically on the situational nature of state anxiety. Three components of foreign language anxiety have been identified:

- 1) communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas;
- 2) fear of negative social evaluation, arising from a learner's need to make a positive social impression on others;
- 3) test anxiety, or apprehension over academic evaluation.

A decade of research has now given us useful information on foreign language anxiety. Most of these studies conclude that foreign language anxiety can be distinguished from other types of anxiety and that it can have a negative effect on the language learning process. There are two types of anxiety (2000: 151):

- 1) Debilitative Anxiety (harmful anxiety)
- 2) Facilitative Anxiety (helpful anxiety)

The notion of facilitative anxiety is that some concern—some apprehension—over a task to be accomplished is a positive factor. It can keep one poised, alert, and just slightly unbalanced to the point

that one cannot relax entirely (a symptom of just enough tension to get the job done).

Several studies have suggested the benefit of facilitative anxiety in learning foreign languages. In Bailey's (1983) study of competitiveness and anxiety in second language learning, as quoted in Brown (2000), facilitative anxiety was one of the keys to success, closely related to competitiveness. Bailey found in her self-analysis that while competitiveness sometimes hindered her progress, at other times it motivated her to study harder.

It is crucial for the language teachers to understand the implications for teaching. Language teachers should assess what kind of anxiety their language students are facing. It could well be that a little nervous tension in the process is a good thing. Too much or too little anxiety may hinder the process of successful second language learning.

## **2. Language Teaching Method**

According Richards and Schmidt, teaching method is a way of teaching a language which is based on systematic principles and procedures, i.e. which is an application of views on how a language is best taught and learned and a particular theory of language and of language learning (2002: 330). Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which based upon, the selected approach (Richard and Rodgers, 2001: 19).

Communicative language teaching becomes the best method used in language teaching process around the world. Furthermore, Richards (2006: 2) says that communicative language teaching sets as its goal the teaching of communicative competence. That is why we can say that the aim of English education is to develop communicative competence in spoken and written, or discourse competence. Furthermore, Richards (2006:13) proposed the six principles of communicative language teaching methodology at this time as follows: (1) make real communication the focus of language learning, (2) provide opportunities for learners to experiment and try out what they know, (3) be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence, (4) provide opportunities for learners to develop both accuracy and fluency, (5) link the different skills such as speaking, reading, and listening together, since they usually occur so in real world, (6) let students induce or discover grammar rules.

Based on Johnson and Marrow (1981: 10) as quoted in Sugirin (2003: 27) states that, there are five principles of communicative language teaching:

- a. The know what you doing'.
- b. The whole is more than the sum of the parts.
- c. The processes are as important as the forms: information gap, choice, feedback.
- d. To learn it, do it.



- e. Mistakes are not always mistakes.

Based on those explanations, communicative language teaching is a method that helps students to be more active in the classroom. In simple words, it can be developed through active learning method. Active learning is commonly defined as all instructional methods that involved students in the learning and teaching process. During this learning process, students are asked to do meaningful activities and think about what they are doing (Prince, 2004). Bonwell and Eison (1991) have emphasized that during the process of active teaching, students should be involved in higher-ordered thinking tasks such as analysis, synthesis, reflection and evaluation.

Active learning is a kind of active, multisensory and participatory learning. Students are encouraged to join in the class. It requires learners to do more things rather than mechanically follow their teachers' instructions. Meanwhile, teachers are required to do more than simply pass on the knowledge (Campbell & Campbell, 2008).

The tradition of active learning envisions a necessary dialogue between individual experience and cultural symbols, between self-expression and teaching the basics" (Bickman, 2003: 2).

Active learning strategies have many advantages. The most distinguished feature is that the students can get immediate feedback from their teachers; in the meantime, their motivation can be greatly increased (Bonwell & Eison, 1991).

Gautama (2008: 9) states that students must do more than just listen: They must read, write, discuss or be engaged in solving problems. They must be engaged in such higher-order thinking tasks as analysis, synthesis, and evaluation, to be actively involved. Thus strategies promoting activities that involve students in doing things and thinking about what they are doing may be called active learning. In addition, he explains that ctive learning refers to techniques where students do more than simply listen to a lecture. Students are doing something including discovering, processing, and applying information (2008: 11).

Bonwell and Eison (1991) give some benefits of active learning. The following are:

- a. Students are involved in more than listening,
- b. less emphasis is placed on transmitting information and
- c. greater emphasis on developing students' skills,
- d. students are involved in higher-order thinking (analysis, synthesis, evaluation),
- e. students are engaged in activities (e.g., reading discussing, writing), and
- f. greater emphasis is placed on students' exploration of their own attitudes and values.

Then, Smink & Schargel (2004) say that active learning methods are superior to those drill methods in motivating low-performing students. It not only requires leaners to listen, but also to write, speak,

construct and reflect when they solve problems, discuss in groups, learn new skills and demonstrate procedures. In this way, the participants become more responsible for their study during the learning process. In addition, Moeller & Moeller convince (2000) that it trains learners to find out the connections between old and new knowledge, and to use the knowledge they have learned to solve problems. Active learning, as a student-centred learning, can better help learners develop intentional learning and life-long learning skills (Grabinger & Dunlap, 1995).

## **B. English as a Second Language**

English as a Second Language (ESL) is occasionally known as English as a Foreign Language (EFL). Second language learning‘ is broadly defined as the learning of any language, to any level, provided only that the learning of the second‘ language takes place sometime later than the acquisition of the first language (Mitchel and Myles, 2004:5). It can be concluded that a second language‘ any language which is distinct with the students‘ native language. Based on the description, we can say that ESL is a lesson which is designed to teach English to students whose native language is not English or who are not able to use English in fluently speaking, writing, or reading. People across the globe take ESL courses for a plethora of reasons.

## **1. English Education in Indonesia**

The idea of Teaching English as a Second Language in Indonesia has begun to arise since the period of independence. It can be denied that English has become very important to learn. It plays a crucial role as the international language which is spoken by the people who have a great power commercially, economically, politically or even culturally. As Huda (2000: 68) mentions, in Lauder (2008), that there are five factors that have made English an international language, as follows:

- a. Its internal linguistic features.
- b. The large number of English speakers..
- c. The wide geographical spread of where it is used.
- d. Its importance in fields such as politics, international diplomacy, economics and business, science and technology, and culture.
- e. The use of English by countries which currently dominate world affairs economically, politically and culturally.

Consequently, the government considers English as the second language. According to Yuwono (2005), in 1950, Indonesia's political situation was relatively more stable and steady and thus the government was also ready to choose a foreign language to be taught in schools. English was eventually selected as the first foreign language because it has the international status. Lauder (2008) explains a number of important purposes of English in Indonesia. The following are:

- a. as a means of international communication in practically all fields or walks of life;
- b. as a medium through which scientific knowledge, and new technologies can be accessed implemented with a view to succeeding in the global marketplace;
- c. as a source of vocabulary for the development and modernization of Indonesian;
- d. as a way to get to know native speakers of English, their language, culture and literature, or as a means of expanding one's intellectual horizons.

Lie (2007) states that Learning English in primary and secondary (Grades 1 through 12) schools serves two purposes. First, students need to be prepared to read English texts in their college years. Second, competence in the English language is still used as a determining factor in securing a favorable position and remuneration in the job market.

*Starting from Grade 4, English is officially taught for two to four hours a week. At the high school level (Grades 10 through 12), students are streamed into three divisions: the Natural Sciences Stream, the Social Studies Stream, and the Language Stream. For all three streams, English is compulsory and allotted at least four class hours per week. For the Language Stream, the time allotment for English is 11 hours per week. At the university level, many non-English departments require that students take one or two semesters of English for two hours per week.*

Simatupang, (1999: 64) in Lauder (2008), says although English in Indonesia has no wide use in society, is not used as a medium of communication in official domains like government, the law courts, and

the education system, and is not accorded any special status in the country's language legislation, it is still seen as a priority, as the most important of the foreign languages to be taught. Otherwise, there would not be easy to get a great achievement in English as a second Language Teaching output as Dardjowidjojo (2003: 31-32) in Lauder (2008), points out that it is not feasible to try and imitate the policies there because Indonesia has not been a colony of either the U.K. or the U.S.A. in the way these countries have and so there is no foundation use of English in official or public life.

## **2. Problems of English Language Teaching**

Although English language has been taught as the second language in our country for a long time, there have still been many problems arised. As Yuwono (2005) argues that the changing of curriculum and approaches along with the changing of the Minister of Education was not uncommon. Furthermore, he states that the big class sizes and teachers with poor mastery of English are two obvious factors that contribute to the ongoing problems in ELT in Indonesia. Lie gives the description of the problem caused by a large number of students related to the language curriculum:

*....the number of students is so large and their diversity in terms of their motivation level, intellectual capability, cultural backgrounds, and access to education resources is so high that it is hard to design a curriculum that would work effectively for the whole country. A one-size-fits-all curriculum would simply not work for the Indonesian setting. For the 2004-2005 academic year, there were 7,553,086 and 3,402,615 students at the junior high school and senior high school levels respectively (Ditjen PMPTK,*

2006). Since English is compulsory at the junior high and senior high school levels, there are almost 11,000,000 young people studying English annually through formal education. The student population is so diverse that any centralized curriculum would not be able to meet the needs. To present a picture of the diversity in terms of their access to education resources, we only need to compare students in Java, especially in the big cities like Jakarta, Surabaya, and Bandung with those in such remote islands as Papua. A few privileged students in Jakarta, Surabaya and other big cities have regularly spent their school holiday in English-speaking countries through home-stay programs organized either by their schools or by independent agencies while their counterparts in Papua may not have access to the recommended textbooks. Those few privileged students have every mean to enhance their English proficiency to reach the near native-speaker level while some schools in remote areas have to wait for the village chief to teach English in his spare time as he is the only one who can speak English adequately in the village.

Other reasons that lead the problems are: (1) low degree of teachers' confidence in encouraging students' to be more active, (2) students only have limited time to practice their speaking ability in class because the teacher pays more attention in teaching the grammar, based on the nationally-administered test requirement (3) the absence of good and authentic learning materials, (4) the type of the exam which are form-focused and presented in a multiple-choice format, and (5) the absence of the social uses of English outside the classroom (Musthafa, 2001 in Yuwono 2005).

### **C. General Concept of Teaching Grammar**

Grammar is an essential tool for success in school, work and life. Our spoken and written words reflect our background, education and ability to communicate (Pennington, 2003: 1). According to Longman Dictionary of

Language Teaching and Applied Linguistics, grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language (2002: 230). Further, Harmer (2002:12) argues that grammar of language is the description of the ways in which words can change their forms and can combine into sentences in that language.

According to Halliday (1994: 6), structure is a unifying relation. The parts of a sentence or a clause obviously 'cohere' with each other, by virtue of the structure. Hence they also display texture; the elements of any structure have, by definition, an internal unity which ensures that they all express part of a text. Furthermore, he (1994:6) states that in general, any unit, which is structured hangs together to form text. All grammatical units sentences, clauses groups, words are internally 'cohesive' simply because they are structured. The same applies to the phonological units, the tone groups, foot and syllable. Structure is one means of expressing texture.

In addition, Richards et al (1985:125) describe grammar as a description of the structure of language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meaning and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds a language (phonology, phonemics also morphology, semantic and syntax). Moreover, he (1985:125) explain that in



generative transformational theory, grammar is of rules and lexicon, which describes the knowledge (competence) which a speaker has of his or her language.

Based on Richards (2008: 145) statement, structure is still important to be taught in teaching English, he furthermore says that now teaching structure has controversial issues in teaching English, but in recent years, grammar teaching has regained its rightful place in language curriculum. People now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learners' language development will be severely constrained.

Grammar instruction not only helps learners improve communication skills and second language fluency, but it also enables them to communicate meaningfully and correctly. During the learning process, learners begin to notice the grammar rules (Hinkel & Fotos, 2001). Another reason that teachers should insist on grammar instruction is that it will help them improve the quality of second and foreign language teaching. Without grammar teaching and learning, learners will frequently fail to achieve advanced levels of grammatical competence (Ellis, 2001).

In other words, only when students deeply understand grammar can they recognize the language features that they have learned are quite different from their mother language. Then they are able to develop their English communicative sufficiency and make progress in English accuracy (NoonanIII, 2004).

#### **D. The Nature of Passive Voice**

Martin and Wren (1986:8) state that voice is that form of a verb which is shows whether, what is denoted by the subject does something of has something done it. Almost the same, Frank (1972: 55) defines voice in English grammar as the active or passive use of a verb. House and Susan (1950) define voice as the modification of a transitive verb which indicates.

According to Quirk (1972:802-810) in Sadiani (2011), voice is a grammatical category which makes it possible to view the action of a sentence in two ways without any change in the facts reported. The active-passive relation involves two grammatical levels: the verb phrase and the clause. In the verb phrase level, the difference between the two voice categories is that the passive is marked by the auxiliary 'be' and the past participle of the main verb. Indeed, in English the basic pattern of the passive is the use of 'be' and 'verb participle'. The variations depend on the tenses or the adverb of time. At the clause level, passivization involves rearrangements of two clause elements and one addition; the active subject and the preposition by are optionally added before the agent.

The passive voice is viewed as a deviation from the active voice. This means that it is a change in the word order of the active voice; more precisely, it is the inversion of subject-object position; by that, it is meant that the subject takes the place of the object and the object takes the place of the subject and by that the object functions as the grammatical subject of the

passive sentence. It is also viewed as a change in the case making which means that the emphasis move from the subject to the object; as it is viewed as a change in a verbal morphology this is by the occurrence of the auxiliary „to be“ (the case of our study) plus the past participle of the active verb,

moreover, a new word „by“ may occur (Swiewiersk, 1984).

In the other hand, Wang (2010) states that passive voice is not a derivative of active voice, which is the outcome of people's different meaning expression. Passive voice describes the whole process of certain event from the patient's point of view. It is a marked form of voice. There are three markers in passive voice, be, -ed and by, which has its meaning and significance respectively. Typical passive could be classified into two categories, passive with agent and passive without agent, or, agentive passive and non-agentive passive. In the agentive passive, the agent will not appear but will be implicit in the context.

The important thing to remember is that transitive verbs are usually active, but can also occur in the passive. In most English sentences with an action verb, the subject performs the action denoted by the verb. Because the subject does or "acts upon" the verb in such sentences, the sentences are said to be in the active voice; on the other hand, when because the subject is being "acted upon" (most likely by the object of the sentence or is passive), such sentences are stated to be in the passive voice. In other words, one can change the normal word order of many active sentences (those with a direct object)

so that the subject is no longer active, but is, instead, being acted upon by the verb - or passive (Biber et al, 1998:475-482 in Sadiyani, 2011) .

Thomson (1986:263) says that the passive voice of an active tense is formed by putting the verb to be into the same tense as the active verb and adding the past participle of the active verb. The subject of the active verb becomes the 'agent' of the passive verb. The agent is very often not mentioned. When it is mentioned it is preceded by *by* and placed at the end of the clause: *this tree was planted by my grandfather*.

Frank (1972: 55) explains that the active voice is used in making a straightforward statement about an action; that is, the doer of the action is the grammatical subject and the receiver of the action is the grammatical object. Further, she says that in the passive voice, the same action is referred to indirectly: that is, the original receiver of the action is the grammatical subject, and the original doer of the action is the grammatical object of the preposition *by*.

Example :

Active : Marry helped the boy.  
          S      V      O

Passive : The boy was helped by Marry.  
          S              V

(Azar, 1989: 120)

General form of passive voice is as follows: be + past participle. According to Azar (1989: 120), only transitive verbs (verbs that are followed by an object) are used in passive. It is not possible to use verbs such as happen, sleep, come, and seem in the passive.

Example :

Active : An accident happened.

Passive : (none)

(Azar, 1989: 120)

**Table 2.1 The Form Passive Voice in Tense**

Tense	Subject	Auxiliary		Past Participle
		Singular	Plural	
<b>Simple Present</b>	The new idea/ideas	is	are	suggested
<b>Present continuous</b>	The new idea/ideas	is being	are being	suggested
<b>Present perfect</b>	The new idea/ideas	has been	have been	suggested
<b>Simple Past</b>	The new idea/ideas	was	were	suggested
<b>Past continuous</b>	The new idea/ideas	was being	were being	suggested
<b>Past perfect</b>	The new idea/ideas	had been	had been	suggested
<b>Simple Future</b>	The new idea/ideas	will be	will be	suggested
<b>Future continuous</b>	The new idea/ideas	will be being	will be being	suggested
<b>Future perfect</b>	The new idea/ideas	will have been	will have been	suggested

The main sentence taken from: Understanding and Using English Grammar (1989: 121)

Frank (1972: 56) says that there are some important things in the term of forming the passive, as follows:

1. Attention is to be drawn especially to the receiver of the action.

Example:

*My dog was hit by a car.*

In the piece of connected prose, the use of passive voice permits the subject under discussion to remain a grammatical subject even when it is not the doer of an action.

Example:

*William Faulkner wrote a number of books about a mythological county in the South. He was awarded the Nobel Prize for literature in 1945.*

2. The doer of an action is unimportant or is not known. The omission of the agent makes it possible for an impersonal tone to be maintained.

The use of the passive voice for impersonal statements occurs frequently in textbooks, in scientific, technical or business reports, and in newspaper stories.

Example:

- a. *The Yalta Agreement was signed during World War Two.*
- b. *The United Jewellery Store has been robbed several times.*
- c. *The report was confirmed yesterday.*

A direct or an indirect object may become the subject in the passive voice.

Example:

Active : The cashier gives him the money.

Passive : The money was given to him by the cashier ( to is optional), or He was given the money by the cashier.

Thomson (1986:266-267) says that there are eight of uses of the passive voice. The passive is used:

a. When it is not necessary to mention the doer of the action as it is obvious who he is/was/will be: *the rubbish hasn't been collected.*

b. When we don't know, we don't know exactly and have forgotten who did action: *the minister was murdered.*

c. When the subject of the active verb would be 'people'.  
*He is suspected of receiving stolen goods. (People suspected him of...)*

d. When the subject of the active sentence would be the indefinite pronoun.

e. When we are more interested in the action than the person who does it.

f. The passive may be used to avoid an awkward or ungrammatical sentence. This is usually done by avoiding a change of subject:

*When he arrived home a detective arrested him.*

Would be better expressed:

*When he arrived home he was arrested (by a detective).*

g. The passive is sometimes preferred for psychological reasons. A speaker may use it to disclaim responsibility for disagreeable announcements.

- h. For the *have* + object + past participle construction: *I had the car repaired.*

### **E. Linked-Circles Board Games (LCBG) as Media in Language Teaching-Learning Process**

In the small sense, learning circle can be described as a group of learners who sit together in a period of time to focus their different perspectives into a common understanding of an issue or problem. Learning in a circle becomes a new concept that provides many benefits for not only the teacher, but also the students. It is possible for the teacher to apply this kind of technique for any grade of learners.

Curry and Bromfield (1994) state that learning a circle has many advantages as follows:

1. Raises self-esteem
2. Improves listening skills
3. Facilitates working together co-operatively
4. Increases insight and awareness
5. Teaches social skills
6. Builds confidence
7. Promotes effective communication
8. Enhances friendships
9. Provides conflict resolution strategies
10. Encourages problem solving solutions



11. Offers understanding
12. Makes children more sensitive to one another
13. Explores feelings
14. Is fun!

According to Wang, learning circle is an open learning environment created for facilitating each learner to engage in group discussion and class interaction. Owen (1997) in Wang (2009) points out a circle as a form without head or foot, without higher or lower position, and without sides to take; it is a form of fundamental geometry of open human communication and decision-making. Teachers may stay within the circle and with students; both the teacher and students, being partners, share their intellectual ownership of teaching and learning experiences. They simultaneously serve as both the roles of knowledge producers and consumers. Furthermore, it is explained that the learning circle creates an open learning environment in which teachers and students are partners and co-learners; they can cooperate, collaborate, and, through dialogue communication, struggle to pursue knowledge.

In this study, the researcher tries to apply learning circles technique by using games as the media. As a teacher, we should use various media or teaching aids in giving the material to the students as stated by Harmer (2001: 134) that as a language teacher, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity.

According to Gerlach and Elly (1980: 241), a medium is any person, material, or event that establishes conditions which enable learners or students to acquire knowledge, skills, and attitudes. In addition, Brown (1977: 2-3), defines media as the tools or the physical things used by a teacher to facilitate the instruction.

Gerlach and Elly (1980:250) state that the selection of the material in order to be productive and positively effective should fulfil the following requirements:

1. interesting, its media has to be interesting for the students.
2. stimulating, media can stimulate the students to learn the topic
3. relevant, media have to be relevant from the content point of view
4. visually, effective in the choice of the images presented
5. clear in quality of sound

Teachers have to be able to select and use media appropriately. The variety in selecting and using of media must be based on:

1. Aims of teaching
2. Method of teaching
3. Topic of learning
4. Media needed
5. Process of learning
6. Evaluation of teaching result
7. Students' needs and abilities
8. Situation of learning (Hamalik, 1986;16)

According to Gerlach and Elly (1980: 254), to select the appropriate media, the teacher must consider the characteristics of the students which directly relate to the learning process, such as verbal abilities, visual and audio perception skills, experience, intelligence, motivation, personality and social skills.

Furthermore, according to Brown et al (1977), there are six principles of media selection:

1. Content

Do the media (i.e. linked circles board games) have significant relation with the lesson? The choice of certain media must be conformed to the lesson (message) that will be given to the students.

2. Purposes

The use of the visual aids should contribute to the teaching and learning process significantly. It means that the media can facilitate the teaching-learning process.

3. Price

Before buying certain visual aids, a teacher should consider whether the cost or money spent is accordance with the educational result derived from its use.

4. Circumstance of use

In choosing a visual aid, a teacher should take into account the environment (school) where he/she teaches. He/she should think whether the aid would function effectively in that environment.

5. Learner's verification

A teacher should think whether the aid has been tested to certain students. He/she should consider if the tested are similar to the students whom he/she teaches.

6. Validation

A teacher must think whether there are data providing that the students learnt accurately through the use of aid. (Brown et al, 1977:76)

A game can be used as medium in language teaching because it is structured activity, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration and from art, which is more concerned with the expression of ideas.

There are countless definitions of the word game. The majority of these look similar, however, just few of them define a game as a useful "tool" or "resource" for teaching. Dictionaries, for instance, give the following concepts (Sanchez et al, 2007):

1. Any specific contest, engagement, amusement, computer simulation, or sport involving physical or mental competition under specific rules, as football, chess, or war games. (Webster's New World Dictionary, 1991: 554)
2. A universal form of recreation generally Including any activity engaged in for diversion or amusement and often establishing a situation that involves a contest or rivalry. (Safra, Yannias & Goulka, 1998: 105)

3. A form of play or sport, especially a competitive one with rules. (Pocket Oxford, 1992: 359.)
4. An activity or sport involving skill, knowledge, or chance, in roomates you follow fixed rules and try to win against an opponent or to solve a puzzle. (Collins Cobuild, 1987: 596)

Furthermore, Sanchez et al. (2007) give other definition of a game stated by some researchers:

1. A structure – that – has rules, goals and agreement of players on the surface, and wonderful hidden underneath processes. (Turtledove, 1996: 3)
2. An activity with rules, a goal and an element of fun. (Hadfield, 1990: 5)
3. The essence of many games lies in outstripping, in friendly fashion, someone else's performance, or (and adult learners often prefer this) in bettering one's own, as in the world of sport. (Lee, 1979: 1)
4. An agreeable way of getting a class to use its initiative in English and as it is gently competitive, it increases motivation. It is also a contrast to periods of intensive study. (Haycraft, 1978: 94)

Carrier (1980), as cited in Sánchez et al (2007), has explained some advantages of using games in the classroom:

1. "Games give a variety of tools to facilitate the teaching-learning process; " in other words, teachers can make use of games as they are one of the complementary tasks of a syllabus and with which students can better develop their learning strategies.

2. "Games are flexible," it means that they can be used for teaching any aspect of the language. One game can even be used to teach two or three language features at the same time. It is just a matter of adaptation considering the students' level and the objective of the class.
3. "Games make the lesson less monotonous," as they provide a great roomates variety of class activities help to maintain students' attention and interest in the language without getting bored.
4. "Games raise the students' motivation" in such a way that students enjoy their learning so much that they might not realize they are doing so.
5. "Games make-students produce language subconsciously." This means that students learn and / or review any aspect or ability of the language at the same time they focus their attention on whether they succeed in playing. In other words, they concentrate on the excitement of winning. Students produce the language without worrying if they are doing right or wrong; they just produce it and achieve it.
6. "Games stimulate students' participation and give them confidence." This is when students free themselves in order to participate to get the best score or even to be the best in the class. They usually feel much more confident with their performance and this makes them learn and practice new structures, learn from their mistakes, and fulfil the goals of the class, indeed.
7. "Games transform the teacher's role from that of a formal instructor to that of an organizer or / and moderator of the class." In other words, games

reduce the domination of the classroom done by the teacher. Ergo, there is not too much teacher talking time any more, only the necessary to models and moderate the activity. The teacher mainly observes students while they carry out the activity rather than exposing, explaining and correcting.

8. "Games can also serve as a testing mechanism" because they expose the students' weaknesses and strengths. Usually this comes while the teacher is observing the performance of students in a game. The teacher takes notes about students' mistakes and weak points to give an adequate feedback. Of course, as games generally focus on one language aspect to practice or improve in the class, this cannot be a tool to be used as a formal evaluation.

In addition, Andreas Wright, et al (1986: 1-2) classify four major advantages of using games in language learning. The following are:

1. Games help and encourage many students or learners to sustain their interest and work on learning a language.
2. Games can help teachers to create contexts in which language is useful and meaningful. Teaching English involves the teaching of patterns. This pattern can be taught meaningfully through games.
3. Games provide the repeated use of language form or drill. By making the language convey information and opinion, games provide the key feature of drill with the opportunity to the working of language as living communication.

4. Games can be found to give practice in all the skills, in all the stages of the teaching learning sequence and for many types of communication.

Then, Rivonluciri (1987: 4) also describe several advantages of using games;

1. The students have to take individual responsibility for what they think the grammar is about,
2. The teacher is free to find out what the students actually know without being the focus of their attention,
3. Serious work is taking place in context of game,
4. Everybody is working at once -15-30 minutes the average game lasts is a period of intense involvement.

Other researchers, Brewster et al (2002: 186-187), also try to give several advantages of using games in language learning:

1. Games add variety to the range of learning situation.
2. Games change the pace of a lesson and help to keep students' motivation.
3. Games lighten 'more formal' teaching and can help to renew students' motivation.
4. Games provide hidden 'practice of specific language pattern, vocabulary, and pronunciation.
5. Games can help to improve attention span, concentration, memory, listening skills, and reading skills.
6. Students are encouraged to participate; shy learners can be motivated to speak.



7. Games increase communication among students, which provide fluency practice and reduce the domination the class by the teacher.
8. Games create fun atmosphere and reduce the distance between teacher and Students.
9. Games may reveal areas of weaknesses and the need for further language.
10. Games may help to encourage writing skills by providing a real audience context and purpose.

According to Adenan (1984:10), games are obviously types of self-motivating material, which have strong appeal and offer a challenge that can commonly be met successfully. In language teaching, games need to meet sore requirements. They are among others:

1. The sentence structure and vocabulary should be in a controlled range so that the challenge they offer can be met by the learner,
2. The focus should be on the language. The learner should be able to make good use of language,
3. The game should offer much opportunity for the learner to practice and repeat the sentence pattern and vocabulary.

Based on the explanations above, games can be used as the tools for practicing grammatical structures, which are often assumed to be boring by most language learners. However, there are several things should be considered before language teachers use games in the classroom, as follows:

1. Before introducing, a game to class asks the students if they think they would enjoy this kind of activity.
2. Choose the games that will as many students as possible to participate.
3. Be sure that the game you take is within the range of your students' ability.
4. Give direction to the students clearly, so that everyone understands exactly how to play. You may play a few trial games first, just to make sure that every one knows the rules.
5. Direct the game yourself.
6. Be sure to follow the rules of the game exactly. If you do not stride the rules but permit even one students to break the rule, you will establish on unfortunate precede that can I lead to histolytic among the students. It is always best, therefore to prevent all problems of this kind. Play the game according to the rules.
7. Keep the game will under control establish a pleasant best form tone, in order that game can both amuse and teach the students.
8. Always stop playing a game and teach the students are ready to in. In order words, never play game so long that it begins to bore the participants similarly do not play too often, cause in it loose its novelty.
9. When the teacher uses the game on class, they have to take those considerations, in order that the game will be played successfully.

(Dobson, 1975: 295-296)

There are many kinds of games. One of them is board game that refers to any game played with counters or pieces that are moved across the board. According to A History of Board Games, board games are defined as any game played primarily on, but sometimes just near, a board of some kind (2003).

The form of the game is linked-circle. A link is a collection of knots which do not intersect, but which may be linked (or knotted) together. A knot can be described as a link with one component (Wikipedia). From the explanation, linked-circles board games are several board games linked together. Each game is played by 4-5 students. When a student finishes one game, he or she will move to another game. A student who finishes all the games first will be the winner.

#### **F. The Purposes of Using Linked-Circles Board Games to Teach Passive Voice**

Passive voice can be said as an important part of grammatical structure used in any kind of English form, both written and spoken. Students have to be able to identify and use the correct form of passive voice in order to get good language skills achievements. Unfortunately, teaching grammar usually gives many kinds of difficulties for English teachers. There is no exception for the teaching of passive voice. It will obviously bring a big problem in an EFL class. As Hinkel (2002) states that teaching the meanings, uses, and functions of the passive voice represents one of the thorniest problems in L2 grammar

instruction, and speakers of many L1s appear to have difficulty with passive constructions.

However, understanding English passive voice is not easy for most of Indonesian students because there are many differences between Indonesian and English structures. Some grammars of Indonesian do not use the terms active and passive, instead such terms as subject and object construction or subjective and objective focus are used. Because there are differences between the constructions in Indonesian and the active and passive in European languages such as English, in both structure and function (Sneddon, 1996: 246-262 in Sadiyani, 2011). Indonesian does not have tense marker as English does. English has both time adverbs and tenses. On the other hand, Indonesian has only the time adverbs but not the tenses. Moreover, in Indonesian, the form of the verb does not change although the time changes (Table 2.1).

Effective grammar teaching requires instructors to notice the different needs of students for grammar learning, and then teachers need to try their best to arrange all the existing resources to satisfy student needs. Therefore, a large variety of teaching strategies and methods are needed (Batstone, 1994).

Conventionally, teachers explain about the tenses markers and students only listen to the explanation. That is the reason why words of passive voice could be annoying for students. It will not be easy for the teachers to persuade students that learning passive voice, that is one of grammatical structures, could be fun. Obviously, teachers should not use traditional

methods in teaching grammar like making a long explanation, filling the grammar exercises or testing, but they can try other interesting ways, for example linked-circles board games.

Most of board games are simple and easy to play because there are no hidden rules. Students will learn to use the correct form of passive voice violently. The use of board games will teach students how to cooperate because some kind of those games can be played in groups. Beside, board games are cheaper than other modern games. In addition, this way is providing students with enough opportunities to practice passive voice and learn how to use it without feeling afraid of making mistakes. It gives the students a good progress in using passive voice appropriately because when they are involved in the class activities they will have the interest in learning any material given.

Despite the issue explained above, increasing student's motivation in learning grammatical structure, especially passive voice, is an important thing that should be taken into consideration by English teachers. Eggen and Kauchak (1994:427) define motivation as a force that energizes, sustains, and directs behaviour toward a goal. Motivation derives from the word motive. It is the cause of a person to act in a certain way. If someone spends every free minute – and way minutes when we should be doing something else – reading books, it is safe to assume that there is a strong motivation involved. Motivation can be seen in the choice of activity plus the persistence and

intensity with which the activity is pursued (Yelon and Weinstein, 1977; 294).

Motivation is crucial in teaching-learning process. According to Brown (2000), motivation is the key to learning. Further, he argues that motivation is probably the most frequently used catch all term for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is motivated. It is easy in second language learning to claim that a learner will be successful with the proper motivation.

Students are selective to the material to teacher gives. When familiar subject matter is presented, listeners, likely to fall asleep or to create interesting day dream of their own. When new and interesting subject matter is presented in an entertaining fashion, listeners are more likely to pay attention (Yelon and Weinstein 1977:310). Therefore, English teachers are supposed to stimulate the students to learn the material by allowing them to see what they will be able to do with it, especially for students who need constant changes of activity. They need activities which excite and stimulate their curiosity and to be involved in something active (Harmer, 2002).

In order to motivate students in learning passive voice, the teacher should be able to use many kinds of media creatively. By so doing, the students will be more interested in learning, especially English learning. The use of media is needed to reach the purpose of teaching and learning and it should be various as stated by Brown (2002), using a variety media will

increase the probability that the students will learn more, retain better what they learn and improve their performance of the skill they learn and improve their performance of the skill they are expected to develop. One of interesting media is board games that will motivate students to learn grammar, especially passive voice.

There are many ways to motivate students. According to Malone (1981), there are three main ways through which learners are motivated:

1. Fantasy

Malone and Lepper (1987) have defined fantasy as an environment that evokes mental images of physical or social situations that do not exist" (p.240). Games (i.e. LCBG) represent imaginary worlds that have no impact on the real world. In other words, games represent a separate world that has a discrepant nature in comparison to that of the real world.

2. Challenge

Malone and Lepper (1987) have claimed that motivating students requires an optimal level of challenge. In other words, they should be faced with activities that are neither too easy nor too difficult. There are different ways through which this optimal level of challenge can be obtained. For instance, goals should be clearly specified, yet there should be a level of uncertainty in whether these goals can be achieved or not. Games (i.e. linked-circles board games) must also contain progressive levels of difficulty, multiple goals, and contain a certain amount of informational uncertainty and ambiguity to ensure an uncertain outcome

as well. There are also natural features to the games that ensure that individuals track progress toward prespecified goals such as performance, feedback, and score keeping.

### 3. Mystery

Malone and Lepper (1987) have noted that curiosity is one of the primary factors that drive learning. Garris, Ahlers, and Driskell (2002) have stated that there is a distinction between curiosity and mystery in that curiosity is a feature intrinsic to learners. On the other hand, mystery is an external characteristic of games. Thus, according to this view, mystery evokes curiosity in learners.

Students need to be more active if they want to get better achievements in grammar, especially passive voice. As Silberman (1996) in Yu (2005: 40) emphasizes the need for students to be given a more active role in the learning process because merely hearing something, or seeing something, is not enough to learn it. *Linked-circles board games* (LCBG) will make grammar task more effective because each student will be involved actively in the whole activities.

*Linked-circles board games* (LCBG) will also help the students to interact each other during the lesson because they are made for pair work or group work. Tuan and Doan (2010) write that in most games, learners have to play in groups in which everyone has a turn, encouraging everyone to take a turn, rather than letting others do all the talking and other actions, and discouraging one or two people from shutting out others.



Naturally when playing games students are trying to win or to beat other teams for themselves or on the behalf of their team. They are so competitive while playing since they want to have a turn to play, to score points and to win. In the class, learners will definitely participate in the activities. Therefore, in groups or in pairs, they are more willing to ask questions, communicate and discuss with their partners and think creatively about how to use English to achieve the goal. The competition in the games gives students a natural opportunity to work together and communicate in English with each other a lot.

#### **G. Review of Relevant Studies**

The writer had found the relevant studies which inspired her to conduct this research. The first one is the research entitled *The Effect of Computer Assisted Language Learning in Teaching English Grammar on the Achievement of Secondary Students in Jordan* (an experimental research of Educational Directorate in Zarqa) which included in *The International Arab Journal of Information Technology*, Vol. 6, No. 4, October 2009. The finding of this research shows that the use of software programs in language teaching, especially the teaching of passive voice gives positive effects on both students' interests and achievements.

The second one is the research entitled *Student Modeling in an Intelligent Tutoring System for the Passive Voice of English Language* by Maria Virvou et al (an experimental research of Greek students). The finding of this research

shows that the use of Passive Voice Tutor helps students a lot in developing their attractiveness and improving their achievement in learning passive voice.

Based on those researches, it can be concluded that the use of media will absolutely increase students' motivation in learning grammar, especially passive voice, which consequently give any positive progress on the students' achievements. Therefore, the use of linked circles board games (LCBG) as media in teaching passive voice for eleventh grade students was suggested.

#### **H. Conceptual Framework**

Grammatical competence is very important to be developed in language teaching-learning process. Richards states that it refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed (2006: 2-3). Indonesian EFL students are expected to be able to communicate by using the language fluently and meaningfully. However, teaching grammar tend to be the most complex problem in TEFL. It becomes difficult for the teacher to determine what kind of method that will be effective to use in the classroom.

For many years, the method of active learning has been explored. It is found that the use of active learning method is effective to teach English, especially grammatical structure. It is believed that using active learning in the grammar class, will help students to get better grammar achievements. It will be

easier for the students to understand the English material, when they are involved continuously. Active learning encourages the students to work together, and to alter the role of the teacher from presenter of information to diagnoser and prescriber (Squire, 1977: 210).

There are many kinds of techniques and media that can be used to imply this method, one of them is using games. Harvey and Bright (1985) in Yu, (2005: 34). define an instructional game by the following characteristics:

1. A game involves a challenge against either a task or an opponent;
2. A game is governed by a definite set of rules;
3. A game is freely engaged in;
4. Psychologically, a game is an arbitrary situation clearly separate from real-life;
5. Socially, the events of a game situation are considered, in and of themselves, to be of minimal importance;
6. A game has a definite number of possible solutions; that is, only a finite number of things can happen during play;
7. A game must always end, although the end may come simply because time has run out;
8. Summing up, the basic characteristics of games in general are:
9. A game is fun and interesting.
10. A game is rule-governed.
11. A game is goal defined.
12. A game is engaging.

13. A game is competitive.

14. A game has a closure

Yu, (2005: 35) states that language games encourage active participation and generate fun, are rule-governed, have specific linguistic language outcomes to achieve, are based on competitive and challenging interaction. The form of linked-circles was promoted because it gives the students a good opportunity to share what they got each other.

## **I. Hypotheses**

Cresswell (2008) states that hypothesis is a tentative statement about outcome of the research. It is a hunch, or an educated guess, to be subjected to the process of verification or disconfirmation. The gathering of data and the logical analysis of data relationships provide a method of confirming or disconfirming the hypothesis by deducing its consequences. Furthermore, he states that the statistical hypothesis should be stated in negative or null form.

The null hypothesis in this research is There is no significant difference of the students' achievement in passive voice between those who were taught without using and by using linked circles board games (LCBG) .

This kind of hypothesis was formulated as follow:

Null hypothesis is  $H_0: H_1 = H_2$

Alternative hypothesis is  $H_a: H_1 \neq H_2$

$H_1$ : The achievement of students in passive voice taught by using LCBG

H2: The achievement of students in passive voice taught without using LCBG

The two hypotheses testing were formulated as follow:

Ho: There is no significant difference of the students' achievement in passive voice between those who are taught without using and by using linked circles board games (LCBG).

Ha: There is a significant difference of the students' achievement in passive voice between those who are taught without using and by using linked circles board games (LCBG).

Hypothesis testing used in this study was t-test formula. In order to prove whether using linked-circles board games (LCBG) based on active learning method gave effect in teaching passive voice of the eleventh grade of SMA Negeri 1 Gamping the researcher conducted t-test formula.

The criteria of the test is that the null hypothesis is refused when t value  $t > t_{table}$ . It means that the alternative hypothesis ( $H_1 > H_2$ ) is accepted. In other words teaching passive voice by using LCBG is better than the teaching passive voice conventionally or without using LCBG.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

Research is a process, a systematic way to answer the problems (Suryabrata, 2006: 11). Kinnear in Creswell (1999:35) states that research design is a basic plan, which guides the data collection and analysis phases of the project. The design of this research is a true experiment design with pre-test and post-test procedure. Creswell (2008) states the purposes of true experimental research are to investigate possible causes and effect relationships by exposing one or more experimental groups to one or more treatment conditions and comparing the results to one or more control groups not receiving the treatment. Johnson (1991: 162) states that in experiment, the research's goal is to establish a cause and effect relationship between two phenomena. As stated by Suharsimi Arikunto (2003: 272), this kind of experiment tries to find whether there is any cause and effect relationship or not between two variables.

The researcher took two classes namely experimental and control group. In the experimental group, the researcher gave treatment by using linked-circles board games (LCBG) in teaching passive voice whereas in the control group, the researcher did not teach passive voice by using linked circles board games (LCBG). After the treatment, both groups were given a

post-test to know whether there was or not any effect of linked-circles board games (LCBG) as the media toward students' passive voice ability. Moreover, the research design is represented as follows:

E	O1	X	O2
C	O1	X0	O2

Note:

E : experimental group

C : control group

O1 : pre-test of the experimental and control group

X : treatment of the experimental group

O2 : post-test of the experimental and control group

X0 : teaching grammar conventionally for the control group

## B. Variable of the Research

Cresswell (2008) states that variables are the conditions or characteristics that the experimenter manipulates, control, or observes. There are two types of variables: independent variable and dependent variable. The dependent variable, as Tuckman (1978:58) states, is that factor which is observed and measured to determine the effect of the independent variable, those are factor that appears, disappears, or varies as the experimenter introduces, removes, or varies as the independent variable. The independent

variable is that factor which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon.

Concerning the research aims, the questions, and the hypotheses addressed in this research, the variables of this study were:

1. X (Independent Variable) is using *linked circles board games* (LCBG) based on active learning method in teaching passive voice of eleventh grade students of SMA Negeri 1 Gamping.
2. Y (Dependent Variable) is the achievement of passive voice of eleventh grade students of SMA Negeri 1 Gamping.

### **C. Subjects of the Research**

Subjects of the research are usually called as the population from which the data of the research are collected. However, a research may not use the whole population in collecting the data. It may just use a sample. Sample is a component of the population.

#### **1. Population and Sample**

Tuckman (1978: 227) defines population or target group of a research as a group about which the researcher is interested in gaining information or drawing conclusion. According to Encyclopaedia of Educational Evaluation, as quoted by Suharsimi Arikunto (2010: 173), states that a population is a set (or collection) of all elements possessing one or more attribute of interest. According to Creswell (2008) population is any group of individuals that have one or more characteristics in common that are of



interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group. Population is all individuals from whom the data are collected. The population of this study was the eleventh grade students of SMA Negeri 1 Gamping. It consisted of 54 students of science program and 51 students of social program. The total population was 105 students. The Population of the eleventh grade students of SMA Negeri 1 Gamping, 2012-2013, was as follows:

**Table 3.1**  
**The Population of the eleventh grade students of SMA Negeri 1**  
**Gamping in the academic year 2012/2013**

No	Class	Total
1	XI Science 1	25
2	XI Science 2	29
3	XI Social 1	26
4	XI Social 2	25
Total of population		105

According to Cresswell (2008) a sample is a small proportion of a population selected for observation and analysis. Suharsimi Arikunto (2010: 174-176) explains that sample is a part of population, which is chosen to participate in the research. The researcher had determined to take samples to make the research more effective and efficient.

## 2. Sampling Technique

Sampling is the technique used to take sample to represent the population observed (Suharsimi Arikunto, 2010: 177). There are two main kinds of sampling, namely random sampling and non-random sampling. The researcher used the purposive sampling in this research. It means that the writer took two groups of eleventh grade students of SMA Negeri 1 Gamping as the sample of this research based on a purpose. The eleventh grade students of science program was taken because they were considered to have better achievements than the eleventh grade students of social program. They were divided into two classes. Class XI Science 2 consisted of 29 students performing as an experimental class, while class XI Science 1 consisted of 25 students and performing as control group.

### **D. Place and Time of the Research**

The research was conducted in of SMA Negeri 1 Gamping. It lies on Tegalyoso, Banyusaden, Gamping, Sleman, Yogyakarta 55293. The research started on October 2012. The English lessons were given twice a week for both groups and the duration was nineteen minutes for each meeting. The experiment lasted for four weeks altogether. It began in the third week of October in the Academic Year of 2012 and ended in the second of November 2012. Here is the schedule of treatment.

**Table 3.2**  
**Schedule of Treatment**

Meeting	Time	Class	Activity	Group
1 <sup>st</sup> meeting	October 22, 2012	XI Science 2	Pre test	Experimental
	October 24, 2012	XI Science 1	Pre test	Control
2 <sup>nd</sup> meeting	October 23, 2012	XI Science 2	Treatment	Experimental
	October 27, 2012	XI Science 1	-	Control
3 <sup>rd</sup> meeting	October 29, 2012	XI Science 2	Treatment	Experimental
	October 31, 2012	XI Science 1	-	Control
4 <sup>th</sup> meeting	October 30, 2012	XI Science 2	Treatment	Experimental
	November 3, 2012	XI Science 1	-	Control
5 <sup>th</sup> meeting	November 5, 2012	XI Science 2	Treatment	Experimental
	November 7, 2012	XI Science 1	-	Control
6 <sup>th</sup> meeting	November 6, 2012	XI Science 2	Treatment	Experimental
	November 10, 2012	XI Science 1	-	Control
7 <sup>th</sup> meeting	November 12, 2012	XI Science 2	Treatment	Experimental
	November 14, 2012	XI Science 1	-	Control
8 <sup>th</sup> meeting	November 13, 2012	XI Science 2	Post test	Experimental
	November 17, 2012	XI Science 1	Post test	Control

#### **E. Instrument of the Research**

According to Suharsimi Arikunto (2010: 192), research instrument is a device used by researcher while collecting the data to make easy to process. The instrument of the research is a set of facilities used to gather the data in

order to be more accurate and systematic in doing the research. Further, she divides research instrument into two types, test and non-test.

In this research the researcher chose a test as an instrument to get and collecting the data. A test was used to measure the students' passive voice ability. The writer conducted the test before and after giving the treatment named pre-test and post-test. The students did the test individually so the writer knew the students' passive voice ability before and after the treatment was given. The form of the test was multiple choices items a, b, c, d and e with choose one correct answer; the total number of item was 40. There were two tests given to the sample:

1. Pre-test

A pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment (Creswell, 2008:301). Pre-test was given before the classes were given treatment.

2. Post-test

A post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment (Creswell, 2008: 301). Post-test was given after the classes were given treatment.

The multiple choice items was used for both pre-test and post-test to measure the students' passive voice abilities because of the advantages. As Nitko (1983: 212) states that there are some advantages of multiple choices items, as follow:

1. versatility in assessing a variety of instructional objectives,
2. reduction of opportunities for the examinee to bluff or dress-up an answer,
3. focus on reading and thinking and thereby not on writing under examination conditions,
4. reduced chances for an examinee to obtain the correct answer by blind guessing,
5. usefulness in obtaining diagnostic insight when distractors are based on common pupil errors or misconceptions.

According to Medson (1983: 43), using multiple-choice completion in testing grammar ability has some benefits, as follow:

1. It is possible for students to avoid the grammar point being evaluated.
2. Scoring is easy and reliable.
3. This is a sensitive measure of achievement.
4. It allows teachers to diagnose specific problems of students.

#### **F. Validity and Reliability of Test**

The try-out of the test was conducted in the other school and calculated the results of the test to find out the reliability and the validity of the tests. The valid and reliable test-items were used for the pre-test and post-test of the research. The try-out test was conducted in MA An-Nidham, which is located at Jln. Genuk – Pamongan KM 5 Kalisari Sayung Demak. It was carried out on September 2012.

## 1. Validity

Validity is the individual's scores from the instruments make sense, are meaningful, and enable you as the researcher to draw good conclusion from the sample you are studying to the population (Cresswell, 2008:169). It means that an instrument which lacks in validity is said as invalid instrument. To get the validity of the test, the researcher tried out the instrument. Then, the result was correlated by the product moment formula as follows:

$$r_i = \frac{N \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{N \sum X_i^2 - (\sum X_i)^2\} \{N \sum Y_i^2 - (\sum Y_i)^2\}}}$$

Where:

$r_i$  : Correlation between validity x and y

$N$  : The number of students' respondent

$\sum X_i$  : The sum of X scores

$\sum Y_i$  : The sum of Y scores

(Sugiyono, 2010)

To know the validity of the test from the computation on above, value  $r_i$  consulted to the category as follow:

**Table 3.3**  
**Standard of Validity**

<b>Index</b>	<b>Category</b>
0,80 – 1,00	Very valid
0,60 – 0,79	Valid
0,40 – 0,59	Valid enough
0,20 – 0,39	Less valid
0,00 – 0,19	Invalid

After the instruments were tested and analysed by using Pearson product moment, the researcher found the results below:

**Table 3.4**  
**The Result of Validity of the Test**

<b>No</b>	<b>Category</b>	<b>Number of Items</b>
1	Valid	5, 6, 8, 12, 14, 19, 21, 25, 28, 31, 36, 37, 41, 43, 49
2	Valid enough	1, 3, 7, 9, 10, 11, 15, 16, 18, 20, 23, 24, 26, 30, 32, 33, 34, 35, 38, 40, 42, 45, 46, 47, 38, 50
3	Less valid	2, 13, 22, 27, 39
4	Invalid	4, 17, 29, 44

(Appendix 1)

## 2. Reliability of Test

To know the effectiveness of a test needs a certain criteria in order to make it perfect so one of the criteria can be done by reliability. Reliability means the stability or consistency of the test score result from one to another measurement. Cresswell, (2008:169) writes that

reliability is the scores from an instrument are stable and consistent. The instruments were also tried out to get the reliability. The pattern of reliability as the following:

$$r_{11} = \frac{2r_i}{1 + r_i}$$

Where:

$r_{11}$  : Reliability of instrument

$r_i$  : Correlation between validity x and y

(Sugiyono, 2010: 359)

After the reliability result was known, it must be consulted to the category as follows:

**Table 3.5**

**Standard of Reliability**

<b>Index</b>	<b>Category</b>
0,80 – 1,00	Very reliable
0,60 – 0,79	Reliable
0,40 – 0,59	Reliable enough
0,20 – 0,39	Less reliable
0,00 – 0,19	Not reliable

After the instruments were tested and analysed, the researcher found the results below:



**Table 3.6**  
**The Result of Reliability of the Test**

<b>No</b>	<b>Category</b>	<b>Number of Items</b>
1	Reliable	1, 5, 6, 7, 8, 11, 12, 14, 18, 19, 20, 21, 24, 25, 26, 28, 30, 31, 33, 35, 36, 37, 38, 40, 41, 43, 46, 49, 50
2	Reliable enough	2, 3, 9, 10, 13, 15, 16, 21, 22, 23, 27, 32, 34, 39, 42, 45, 47, 48
3	Less reliable	4, 17, 29, 44,

(Appendix 1)

#### **G. Techniques of Collecting the Data**

The procedures in collecting the data were as follow:

1. Taking two groups of sample from population to be determined as the experimental group and the control group by using purposive sampling technique.
2. Conducting a pre-test to the experimental group and the control group before the treatment.
3. Giving treatment to experimental group.
4. Conducting a post-test to the experimental group and control group after the treatment.
5. Analysing the result of the test, this would be used next as the ground to analyse the data.

## H. Techniques of Data Analysis

The data collected (data result) was processed by comparing the data of pre-test and post-test from the sample taken to see whether there is a significant difference between improving passive voice ability by using and without using *linked circles board games* (LCBG).

If the data result of the experimental group's post-test is higher than the result of the control group's post-test, it means that teaching passive voice by using *linked-circles board games* (LCBG) is more effective to improve students' passive voice ability than improving passive voice ability without *linked-circles board games* (LCBG).

The researcher calculated the data by using formulas or rules according to the approach or the design of the study (Suharsimi Arikunto, 2010: 282). Then, the data analysing method in this study was statistical analysis. It means that the data were analysed by using the t-test formula. The steps were as follow:

### 1. Computing means

$$\bar{X}_1 = \frac{\sum x_1}{n} \qquad \bar{X}_2 = \frac{\sum x_2}{n}$$

Where:

$\bar{X}$  : Mean

$\sum X$  : total score

$n$  : sample number

## 2. Computing standard deviation

$$S_1 = \sqrt{\frac{\sum (x - \bar{x})^2}{(n_1 - 1)}} \quad \text{and} \quad S_2 = \sqrt{\frac{\sum (x - \bar{x})^2}{(n_2 - 1)}}$$

Where:

$S$  : standard deviation

$x$  : mean of data interval

$n$  : sample number

## 3. Computing the condition of variants

$$S^2 = \frac{\sum (x - \bar{x})^2}{(n - 1)}$$

Where:

$S^2$  : variants

$x$  : mean of data interval

$n$  : sample number

## 4. Computing the normality of the test

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Where:

$\chi^2$  : chi square

$f_o$  : actual frequency or number of data observations

$fh$  :expected actual frequency or number of data observations

5. The final step was calculating the data by using the t-test:

$$t = \frac{M_x - M_y}{\sqrt{\frac{\sum x^2 + y^2}{N_x + N_y - 2} \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Where :

$M$  : mean of the each group

$N$  : number of group

$x$  : standard deviation of the first group

$y$  : standard deviation of the second group

(Suharsimi Arikunto, 2010: 354)

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Description of the Research Data**

In this part, the data of experimental group and control group are explained and described. The two samples were compared to find out which one is higher. The data description consists of the number of cases in the form of mean, the standard deviation, the maximum score and the minimum score of each variable.

The eleventh grade students of SMA Negeri 1 Gamping were taken as the research subjects. In the research, the eleventh grade students of science program were taken because they were considered as having better achievements than the eleventh grade students of social program. Therefore, it can be said that they were taken by using purposive sampling. They were divided into two classes. Class XI Science 2 consisted of 29 students performing as an experimental class, while class XI Science 1 consisted of 25 students and performing as control group.

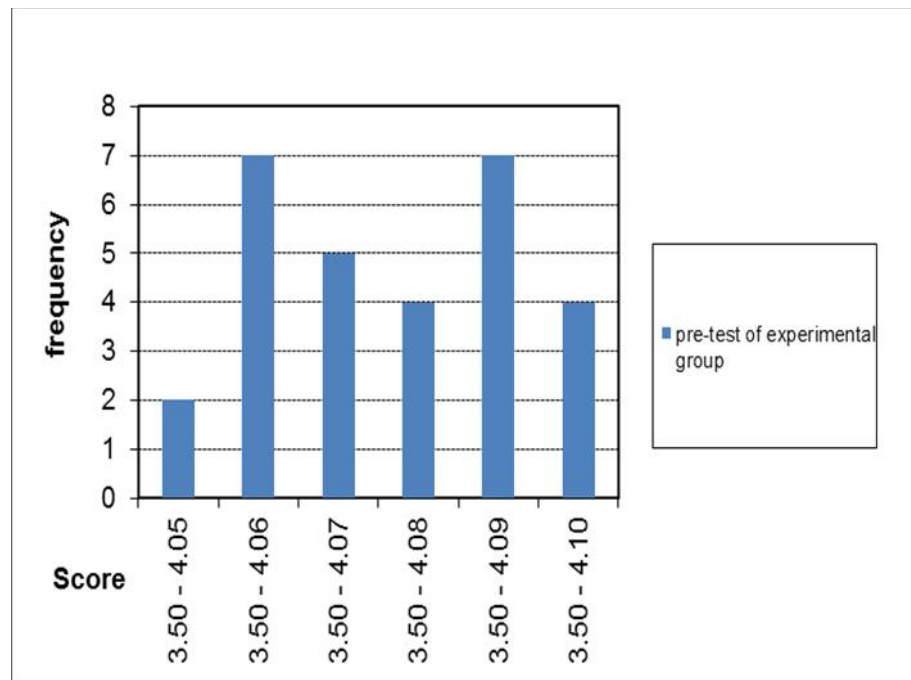
#### **1. Data of the Experimental Group**

##### **a. Pre-test of the Experimental Group**

The pre-test for the experimental group was conducted on October 22, 2012. The pre-test lasted about one and a half hours. It was conducted by giving the students the passive voice test. Each student was asked about forty questions of multiple choices.

**Figure 4.1**

**Distribution of the Pre-test Score in Experimental Group**



The figure above shows the students' pre-test scores of the experimental group. It can be described that there were 2 students who got score 3.50 – 4.05. There were 7 students who got score 4.05 – 4.60. There were 5 students who got 4.60 – 5.15. There were 4 students who got score 5.15 – 5.70. There are 7 students who got 5.70 – 6.25. And there were 4 students who got 6.25 – 6.80.

Generally, data analysis of pre-test in experimental group is presented in form of mean, standard deviation, maximum score, and minimum score. The data distribution of the experimental group's pre-test can be seen in the table below:

**Table 4.1**

**The Result of Pre-Test of Experimental Group**

Experimental Group	Number of Students	Mean	Standard Deviation	Highest Score	Lowest Score
Pre-test	29	5.10	0.87	6.75	3.50

From the table above, it can be seen that the experimental group consisted of 29 students. The highest score of pre-test in experimental group was 6.75 and the lowest score was 3.50. The mean of pre-test was 5.10 and the standard deviation was 0.87

The ideal mean of pre-test was 4.05 and the standard deviation was 1.01. The following is the classification of pre-test score of experimental group.

**Table 4.2**

**The Classification of the Experimental Group's Pre-test Score**

Criteria			Range			Category	Frequency	Percentage
	>	M+1.5SD		>	5.57	Very Good	9	31.03%
M+0.5SD	-	M+1.5SD	4.56	-	5.57	Good	9	31.03%
M-0.5SD	-	M+0.5SD	3.54	-	4.56	Average	10	34.48%
M-1.5SD	-	M-0.5SD	2.53	-	3.54	Poor	1	3.45%
	<	M-1.5SD		<	2.53	Very Poor	0	0.00%

The table shows that there were 9 students (31.03%) who belonged to very good category, 9 students (31.03%) who belonged to

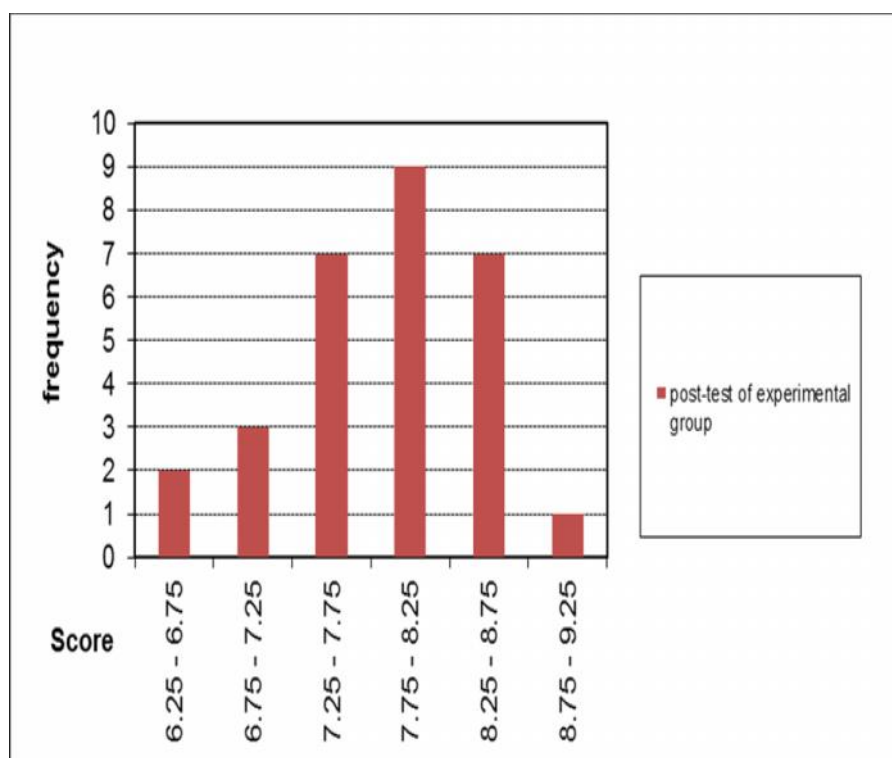
good category, 10 students (34.48%) belonged to average category. There is only 1 student (3.45%) who belonged to poor category. And there was no student belongs to very poor category.

b. Post-test of the Experimental Group

The post-test for the experimental group was conducted on November 13, 2012. The post-test lasted about one and a half hours. It was conducted by giving the students the passive voice test. Each student was asked about forty questions of multiple choices.

**Figure 4.2**

**Distribution of the Post-test Score in Experimental Group**



The figure above shows the students' post-test scores of the experimental group. It can be described that there were 2 students who



got score 6.25 – 6.75. There were 3 students who got score 3.75 – 7.25. There were 7 students who got 7.25 – 7.75. There were 9 students who got score 7.75 – 8.25. There were 7 students who got 8.25 – 8.75. There was only 1 student who got 8.75 – 9.25.

Generally, data analysis of post-test in experimental group is presented in form of mean, standard deviation, maximum score, and minimum score. The data distribution of the experimental group's post-test can be seen in the table below:

**Table 4.3**

**The Result of Post-Test of Experimental Group**

Experimental Group	Number of Students	Mean	Standard Deviation	Highest Score	Lowest Score
Pre-test	29	7.57	0.67	9.25	6.25

After conducting the treatment the scores of experimental group increased significantly. The highest score of post-test in experimental group was 9.25 and the lowest score was 6.25. The mean of post-test is 7.57 and the standard deviation was 0.67

The ideal mean of post-test was 5.55 and the standard deviation was 1.38. The following is the classification of post-test score of experimental group.

**Table 4.4**

**The Classification of the Experimental Group's Post-test Score**

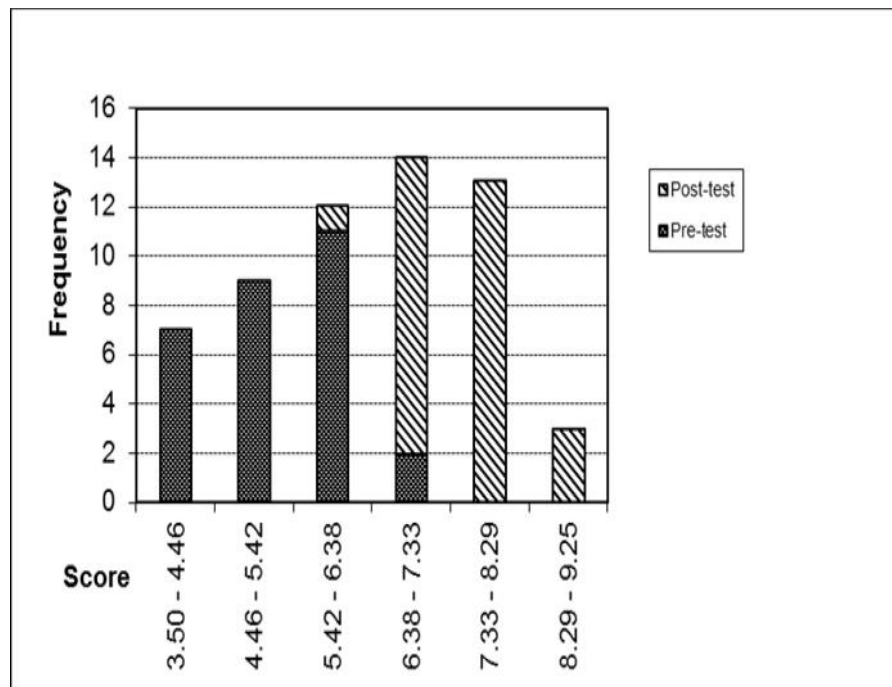
Criteria			Range		Category	Frequency	Percentage
	>	M+1.5SD		> 7.63	Very Good	12	41.38%
M+0.5SD	-	M+1.5SD	6.24	- 7.63	Good	17	58.62%
M-0.5SD	-	M+0.5SD	4.86	- 6.24	Average	0	0.00%
M-1.5SD	-	M-0.5SD	3.47	- 4.86	Poor	0	0.00%
	<	M-1.5SD		< 3.47	Very Poor	0	0.00%

The table shows that there were 12 students (41.38%) who belonged to very good category. There were 17 students (58.62%) who belonged to good category. And there was no student who belonged to average, poor, or very poor category.

From the table above, it can be concluded that after receiving the treatment, the students experimental group which were taught by using linked-circles board games, got better achievements. Their scores increased significantly. The mean score of the pre-test of the experimental group was 5.10 and the standard deviation was 0.87. The highest score reached was 6.75. And the lowest score was 3.50. Meanwhile, in the post test, the mean score of the experimental group was 7.57. And the standard deviation was 0.67. The highest score reached was 9.25 and the lowest score was 6.25. The result comparison of the pre-test and post-test of experimental group is presented in the figure as follows.

**Figure 4.3**

**The Result Comparison between Pre-test and Post-test Scores of  
Experimental Group**



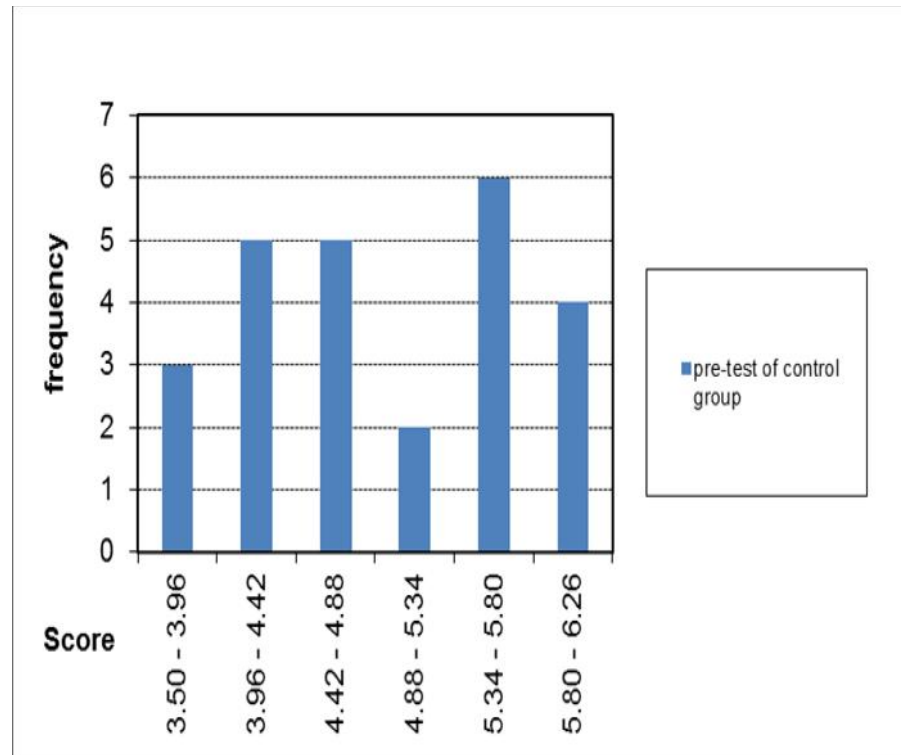
**2. Data of the Control Group**

**a. Pre-test of the Control Group**

The pre-test for the control group was conducted on October 24, 2012. The pre-test lasted about one and a half hours. It was conducted by giving the students the passive voice test. Each student was asked about forty questions of multiple choices.

**Figure 4.4**

**Distribution of the Pre-test Score in Control Group**



The figure above shows the students' pre-test scores of the control group. It can be described that there were 3 students who got score 3.50 – 3.96. There were 5 students who got score 3.96 – 4.42. There were 5 students who got 4.42 – 4.88. There were 2 students who got score 4.88 – 5.34. There were 6 students who got 5.34 – 5.80. And there were 4 students who got 5.80 – 6.26.

Generally, data analysis of pre-test in control group is presented in form of mean, standard deviation, maximum score, and minimum score. The data distribution of the control group's pre-test can be seen in the table below:

**Table 4.5**

**The Result of Pre-Test of Control Group**

Control Group	Number of Students	Mean	Standard Deviation	Highest Score	Lowest Score
Pre-test	25	4.81	0.87	6.25	3.50

From the table above, it can be seen that the experimental group consisted of 25 students. The highest score of pre-test in control group was 6.25 and the lowest score was 3.50. The mean of pre-test was 4.81 and the standard deviation was 0.87.

The ideal mean of pre-test was 3.75 and the standard deviation was 0.94. The following is the classification of pre-test score of control group.

**Table 4.6**

**The Classification of the Control Group's Pre-test Score**

Criteria			Range			Category	Frequency	Percentage
	>	M+1.5SD		>	5.16	Very Good	11	44.00%
M+0.5SD	-	M+1.5SD	4.22	-	5.16	Good	7	28.00%
M-0.5SD	-	M+0.5SD	3.28	-	4.22	Average	7	28.00%
M-1.5SD	-	M-0.5SD	2.34	-	3.28	Poor	0	0.00%
	<	M-1.5SD		<	2.34	Very Poor	0	0.00%

The table shows there were 11 students (44%) who belonged to very good category. There were 7 students (28%) who belonged to

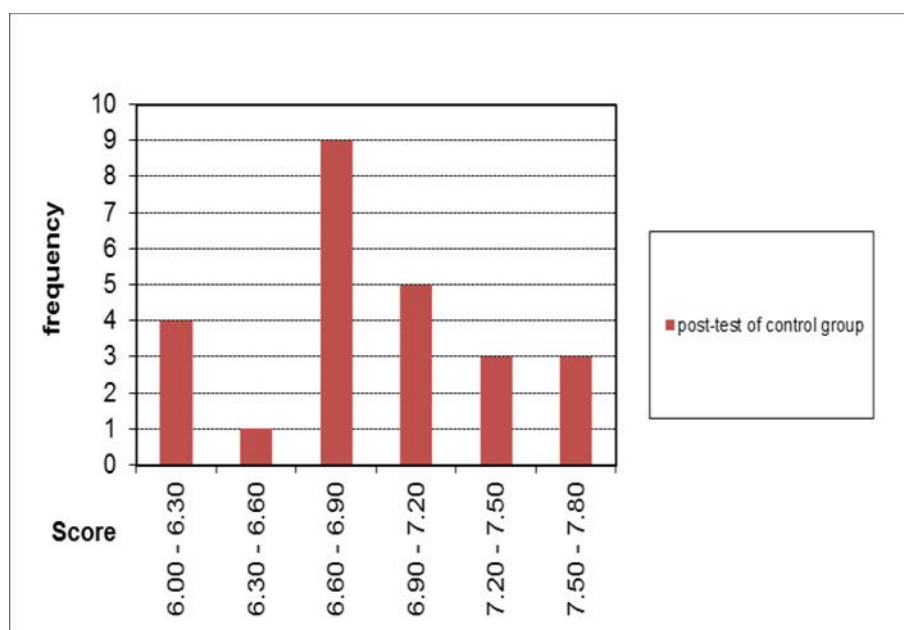
good category. There were 7 students (28%) who belonged to average category. And there was no student who belonged to poor and very poor category.

b. Post-test of the Control Group

The post-test for the control group was conducted on November 17, 2012. The pre-test lasted about one and a half hours. It was conducted by giving the students the passive voice test. Each student was asked about forty questions of multiple choices.

**Figure 4.5**

**Distribution of the Post-test Score in Control Group**



The figure above shows the students' post-test scores of the control group. It can be described that there were 4 students who got score 6.00 – 6.30. There was only 1 student who got score 6.30 – 6.60.

There were 9 students who got 6.60 – 6.90. There were 5 students who got score 6.90 – 7.20. There were 3 students who got 7.20 – 7.50. And there were 3 students who got 7.50 – 7.80.

Generally, data analysis of pre-test in control group is presented in form of mean, standard deviation, maximum score, and minimum score. The data distribution of the control group's post-test can be seen in the table below:

**Table 4.7**

**The Result of Post-Test of Control Group**

Control Group	Number of Students	Mean	Standard Deviation	Highest Score	Lowest Score
Post-test	25	6.92	0.47	7.75	6.00

From the table above, it can be seen that the control group consists of 25 students. The highest score of post-test in control group was 7.75 and the lowest score was 6.00. The mean of post-test was 6.92 and the standard deviation was 0.47.

The ideal mean of post-test was 4.65 and the ideal standard deviation was 1.16. The following is the classification of post-test score of control group.

**Table 4.8**

**The Classification of the Control Group's Post-test Score**

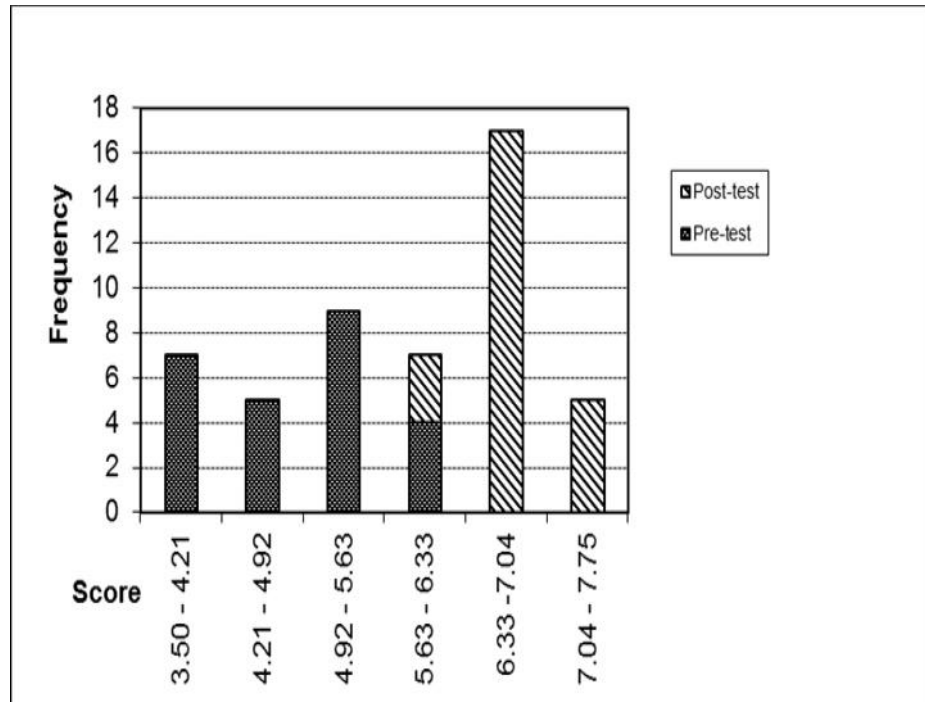
Criteria			Range			Category	Frequency	Percentage
	>	M+1.5SD		>	6.39	Very Good	22	88.00%
M+0.5SD	-	M+1.5SD	5.23	-	6.39	Good	3	12.00%
M-0.5SD	-	M+0.5SD	4.07	-	5.23	Average	0	0.00%
M-1.5SD	-	M-0.5SD	2.91	-	4.07	Poor	0	0.00%
	<	M-1.5SD		<	2.91	Very Poor	0	0.00%

The table shows that there were 22 students (88%) who belonged to very good category. There were 3 students (12%) who belonged to good category. There was no student who belonged to average, poor, or very poor category.

From the table above, it can be concluded that the students of control group who were taught without using linked-circles board games, also got better achievements. Their scores also increased although their improvements were not as significant as experimental group's. The mean score of the pre-test of the control group was 4.81 and the standard deviation was 0.87. The highest score reached was 6.25. And the lowest score was 3.50. However, in the post test, the mean score of the control group was 6.92. And the standard deviation was 0.47. The highest score reached was 7.75 and the lowest score was 6.00. The result comparison of the pre-test and post-test of control group is presented in the figure as follows.



**Figure 4.6**  
**The Result Comparison between Pre-test and Post-test Scores of**  
**Control Group**



## B. Inferential Analysis

In this section, the normality test and homogeneity test were explained, and then the pattern of hypothesis testing was determined. The data must be tested by using the normality test to find out the statistic category (parametric or non-parametric statistic). If the data normal was normal, it was included in parametric statistic, and if the data was not normal, it was included in non-parametric statistic. To know the homogeneity of the data, the data must be

tasted by using homogeneity test. After that, the pattern of hypothesis testing can be determined.

### 1. Normality test

The normality test is conducted to know whether the data is normally distributed or not. To know the normality of the test, the chi square formula was used. The followings are the results of normality test.

**Table 4.9**

**The Data of Normality Distribution of Pre-test in Experimental Group**

Interval			$f_0$	$f_h$	$f_0 - f_h$	$(f_0 - f_h)^2$	$\frac{(f_0 - f_h)^2}{f_h}$
3.50	–	4.05	2	1	1.34	1.80	2.73
4.05	–	4.60	7	4	3.06	9.36	2.37
4.60	–	5.15	5	10	-4.90	23.99	2.42
5.15	–	5.70	4	10	-5.90	34.78	3.51
5.70	–	6.25	7	4	3.06	9.36	2.37
6.25	–	6.80	4	1	3.34	11.17	16.96
Total			29	29	0.01		30.38

From the table above, it is found that  $x^2_{\text{observed}}$  was 30.38 and  $x^2_{\text{table}}$  was 11.070 with  $df = 5$  at 5 % level of significance.  $x^2_{\text{observed}}$  (30.38) was higher than  $x^2_{\text{table}}$  (11.070). It can be concluded that pre-test data distributions in experimental group were not normal.

**Table 4.10****The Data of Normality Distribution of Pre-test in Control Group**

Interval	$f_0$	$f_h$	$f_0 - f_h$	$(f_0 - f_h)^2$	$\frac{(f_0 - f_h)^2}{f_h}$
3.50 – 3.96	3	1	2.43	5.92	10.43
3.96 – 4.42	5	3	1.60	2.57	0.76
4.42 – 4.88	5	9	-3.53	12.48	1.46
4.88 – 5.34	2	9	-6.53	42.67	5.00
5.34 – 5.80	6	3	2.60	6.77	1.99
5.80 – 6.26	4	1	3.43	11.78	20.76
Total	25	25	0.00		40.40

From the table above, it is found that  $\chi^2_{\text{observed}}$  was 40.40 and  $\chi^2_{\text{table}}$  was 11.070 with  $df = 5$  at 5 % level of significance.  $\chi^2_{\text{observed}}$  (40.40) was higher than  $\chi^2_{\text{table}}$  (11.070). It can be concluded that pre-test data distributions in control group were not normal.

**Table 4.11****The Data of Normality Distribution of Post-test in Experimental Group**

Interval	$f_0$	$f_h$	$f_0 - f_h$	$(f_0 - f_h)^2$	$\frac{(f_0 - f_h)^2}{f_h}$
6.00 – 6.30	2	1	1.34	1.80	2.73
6.30 – 6.60	3	4	-0.94	0.89	0.22
6.60 – 6.90	7	10	-2.90	8.40	0.85
6.90 – 7.20	9	10	-0.90	0.81	0.08
7.20 – 7.50	7	4	3.06	9.36	2.37
7.50 – 7.80	1	1	0.34	0.12	0.18
Total	29	29	0.01		6.44

From the table above, it is found that  $\chi^2_{\text{observed}}$  was 6.44 and  $\chi^2_{\text{table}}$  was 11.070 with  $df = 5$  at 5 % level of significance.  $\chi^2_{\text{observed}}$  (6.44) was lower than  $\chi^2_{\text{table}}$  (11.070). It can be concluded that post-test data distributions in experimental group were normal.

**Table 4.12**

**The Data of Normality Distribution of Post-test in Control Group**

Interval	$f_0$	$f_h$	$f_0 - f_h$	$(f_0 - f_h)^2$	$\frac{(f_0 - f_h)^2}{f_h}$
6.00 – 6.30	4	1	3.43	11.78	20.76
6.30 – 6.60	1	3	-2.40	5.75	1.69
6.60 – 6.90	9	9	0.47	0.22	0.03
6.90 – 7.20	5	9	-3.53	12.48	1.46
7.20 – 7.50	3	3	-0.40	0.16	0.05
7.50 – 7.80	3	1	2.43	5.92	10.43
Total	25	25	0.00		34.41

From the table above, it is found that  $\chi^2_{\text{observed}}$  was 34.41 and  $\chi^2_{\text{table}}$  was 11.070 with  $df = 5$  at 5 % level of significance.  $\chi^2_{\text{observed}}$  (34.41) was higher than  $\chi^2_{\text{table}}$  (11.070). It can be concluded that post-test data distributions in control group were not normal.

## 2. Homogeneity test

Homogeneity test is used to find out whether the sample has the same variance or not.

### a. Homogeneity of Pre-test

The F test was used to test homogeneity of pre-test. The result of homogeneity pre-test is on the table as follow.

**Table 4.13**

**The Result of Homogeneity of Pre-test**

Data Description	Experimental Group	Control Group
S	0.867	0.873
$S^2$	0.752	0.762
N	29	25
	df=28	df=24

From the table above, it is found that the significance of the students' passive voice ability in the pre-test was in the coefficient of 1.01. It indicated that  $f_{\text{observed}}$  (1.01) was lower than  $f_{\text{table}}$  (1.95) with the df of numerator = 28 and the df of denominator = 24 at 5% level of significance. It can be concluded that the variance of pre-test in experimental and control group was homogenous.

b. Homogeneity of Post-test

The F test was used to test homogeneity of post-test. The result of homogeneity post-test is on the table as follow.

**Table 4.14**

**The Result of Homogeneity of Post-test**

Data Description	Experimental Group	Control Group
S	0.674	0.472
$S^2$	0.455	0.223
N	29	25
	df=28	df=24

From the table above, it is found that the significance of the students' passive voice ability in the post-test was in the coefficient

of 2.04. It indicated that  $f_{\text{observed}}$  (2.04) was higher than  $f_{\text{table}}$  (1.95) with the df of numerator = 28 and the df of denominator = 24 at 5% level of significance. It can be concluded that the variance of post-test in experimental and control group was not homogenous.

### 3. The Result of Hypothesis testing

The t-test pattern was used in hypothesis testing. It helped the researcher to know whether using linked-circles board games is effective in teaching passive voice of the eleventh grade students at SMA Negeri 1 Gamping compared to the one without using linked-circles board games. The result of the test can be seen as below.

**Table 4.15**

**The Result of t-test**

$n_1$	$n_2$	$t_{\text{observed}}$	$t_{\text{table}}$
29	25	1.46	1.96

The result of  $t_o$  was 1.65 and  $t_t$  is 1.67.  $t_o$  (1,65) was lower than  $t_t$  (1.67) with the 5% level of significance. It indicated that there was no significant difference in teaching passive voice using linked-circles board games of the eleventh grade students at SMA Negeri 1 Gamping compared to the one without using linked-circles board games.

From the result of the test above it can be concluded that teaching passive voice by using linked circles board games based on active

learning method was not effective for the eleventh grade of SMA Negeri 1 Gamping.

### **C. Discussion**

English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivation for learning it come in to play (Richards, 2007: 2). Moreover, Ingram (2003) argues that English has become the main international language which is so dominant. In fact, English is the most widely spoken language in the world. Crystal (as cited in Ingram, 2003), in 1987, estimated that there were 350 million native speakers but another 1400 million people who spoke it regularly as a second or foreign language. Thus, in many countries around the world, including Indonesia, English language has been taught as a foreign language in Elementary School, Junior High School, Senior High School, and University level.

Recent curriculum in English language education in Indonesia focuses only on the teaching of English at junior and high school levels as English is not compulsory at elementary level. The curriculum adopts so-called communicative competence as its model of competence (Depdiknas, 2003)

Communicative competence itself can be summarised as skills needed for communication, which consists of four important components. Those components are: grammatical/linguistic competence, sociocultural competence, discourse competence, and strategic competence (Yuwono,

2005). From the previous explanation, teaching grammar is still important in ESL class. That the reason why this research focuses on teaching grammar, particularly passive voice.

## **1. The Importance of Teaching Grammar**

Based on the English teacher of SMA Negeri 1 Gamping statement, passive voice had been taught to eleventh grade students before the researcher conducted the research. But it was not taught intensively. The teacher only once gave a paragraph or text and asked the students to fill the blanks with the correct words.

After conducting pre-test, the researcher finds that the mean of pre-test of experimental group is 5.10 and the mean of pre-test of control group is 4.81. It means that students' passive voice ability is not so good. The result of pre-test proves that it is important to teach grammar intensively without ignoring the teaching of other aspect of English language competences in ESL class. As Celce-Murcia and Larsen-Freeman (1999) (cited in Yu, 2005: 14) conclude that grammar is a necessary component of second language instruction and views linguistic competence as a tool for the development of communicative competence.

Grammar instruction not only helps learners improve communication skills and second language fluency, but it also enables them to communicate meaningfully and correctly. During the learning process, learners begin to notice the grammar rules (Hinkel & Fotos, 2001).



According to S. Thornbury (1999), there are several arguments for putting grammar in the foreground in second language teaching. They are as follow:

a. The sentence-machine argument

Grammar is a description of the regularities in a language, and knowledge of these regularities provides the learner with the means to generate a potentially enormous number of original sentences. The number of possible new sentences is constrained only by the vocabulary at the learner's command and his or her creativity. Grammar is a kind of 'sentence-making machine'. It follows that the teaching of grammar offers the learner the means for potentially limitless linguistic creativity.

b. The fine-tuning argument

The purpose of grammar seems to be to allow for greater subtlety of meaning than of merely lexical system can cater for. Learning grammar helps learner avoid ambiguity. Particularly, it is useful when the learner wants to produce written language. In spoken language, it is possible for the learner to make clarification by using mimics or gestures. By so doing, the learner will absolutely avoid misunderstanding. The incorrect usage of the word formation will change the meaning of the whole sentence and tend to lead misunderstanding.

c. The fossilisation argument

It is possible for highly motivated learners with a particular aptitude for languages to achieve amazing levels of proficiency without any formal study. But more learners find that it is very difficult to improve their language competences, especially linguistic competences, without any instruction. In the simple words, their linguistic competences fossilises. Research suggests that learners who receive no instruction seem to be at risk of fossilising sooner than those who do receive instruction.

d. The advance organiser argument

Grammar instruction might also have delayed effect. It is common for a learner who is learning a lot of grammatical rules does not remember everything at times. He or she tends to forget some of materials he learned. But he or she will still be able to communicate in English fluently based on the grammar teaching he or she received and noticed previously.

e. The discrete item argument

Because grammar consists of an apparently finite set of rules, it can help to reduce the apparent enormity of the language learning task for both teachers and students. By tidying language up and organising it into neat categories (sometimes called discrete items), grammarians make language digestible. In short, the language will be easier to be understood and learned when it is organized into categories (i.e. passive voice).

In order to conduct a meaningful learning, teachers should be able to combine many kinds of teaching method creatively. By so doing, the students will be more interested in learning, especially grammar learning. Yu (2005: 15) says that it seems accepted that a focus on grammar should be part of language teaching. SLA researchers are now shifting their concern towards the way in which grammar should be taught. Furthermore, she adds that some native speakers of English have limited grammar knowledge because the potential fascination of this task has been stifled by poor teaching methods. It should be the same with L2 learners. Therefore, the task of finding appropriate ways of developing a person's knowledge about grammar, which are both enlivening and rewarding, is, and continues to be, an important goal of contemporary education linguistics.

## **2. Description of the Treatment Activity**

In conducting this research, the researcher held the activities in three phases: pre-activity, while activity and post-activity.

### **a. Pre-activity**

Before the activity was started, the researcher took several minutes to make sure that the students have taken a seat on the chairs. Then she checked if they have been ready to start the lesson. After that she greeted the students by saying 'Good morning, students. How are you today?' Greeting can be said as the first step that is very important to do in opening the lesson. The

more students hear greetings expression, the more they will be familiar with it. Then, the writer checked the students' attendance, told the objective of teaching learning activity.

b. While activity

There were several activities implemented in the while activity. First of all, the researcher warmed up the students. Warming up, which is also known as brainstorming, is used to bring the students' interest to the material will be given. It would be a good chance for them to refresh their mind and try to convey their idea about the topic. The researcher asked the students some questions about passive voice. Then she told the students what they were going to do during the lesson. She divided the students into three groups. She gave a piece of paper to each student to be used as answer sheet. After that, she gave three different types of board games to the groups. She asked the students to make a circle. And then she explained the rules of each board game. The students played the games and answered the questions given. The researcher monitored and helped the students when they found any difficulty. When one of the students finished the three of board games, all students have to stop playing. The one who became the winner got some extra points. The student, who reached the highest point, got the reward. After the reward was received, the researcher and the students discussed the difficult questions.

c. Post-activity

After discussing the difficult questions, the researcher asked the students about the learning activity they had experienced

‘What have you got from learning activity?’ Then, one of the students summed up the material. Finally, the researcher said

‘Good morning’ to close the class.

In the case of task, the researcher used simple-completion test during the treatment. The principles of grammar task is almost the same as principles of grammar testing. It helps students to improve their grammar ability, especially passive voice ability. Based on Madsen (1983: 43), simple-completion items used for testing grammar consist of a sentence from which a grammatical element has been removed. Moreover, using simple completion items in testing grammar ability has some benefits, as follow (1983: 47): (a) There are generally easier to prepare than are multiple-choice items; (b) These give the appearance of measuring productive skills because some items permit flexibility and original expression; (c) There is no exposure to incorrect grammatical forms; (d) These provide a sensitive measure of achievement.

She also used sentence transformation task. In this type of task, the students are given a sentence. They have to change the original sentence without changing the meaning. This type of task is useful to improve the students’ ability to produce structure in the target language.

### **3. Difficulties Faced by Teacher in Teaching Passive Voice by Using Linked-Circles Board Games**

Games are one of excellent choices that can be used to make students involve actively during the lesson. Yu, (2005: 34) defines language games' as a general term used to cover a variety of language activities. Moreover she argues that language games are used for practicing specific language items such as grammar, sentence structures, vocabulary, and spelling; and for developing language skills, such as listening, speaking, writing and reading.

Games that stress accuracy of language use are called pre-communicative games. Axle this type of games emphasize accuracy of language use, they have explicit definitions, such as structural games . The aim of structure-aimed games is to foster the linguistic ability for certain syntactic patterns, some vocabulary areas and idiomatic expressions, spelling and pronunciation skills and new vocabulary (Yu, 2005: 36).

Games increase learners' proficiency in practicing grammar communicatively. With the help of grammar games, students can develop their ability in using language as they are given a chance to use language in the situations which have a purpose (Deesri, 2000 as cited in Yolageldili and Arikan, 2011). Moreover, Yolageldili and Arikan conclude that games provide learners with a chance to practice grammar communicatively provided that games attract learners' attention to some

specific forms before the communicative practice. When this is achieved, the relation between form and discourse is enhanced with the help of games because the form(s) aimed for attention exist naturally in the larger discursive context provided by games. In short, games provide learners with an opportunity to drill and practice grammatical rules and forms by presenting them in a communicative way. Board games are chosen in this research because they good tools for practicing and teaching grammar. Besides, board games are easy to play and to be designed.

According to Treher (2011:3), board games are an important tool to provide hands-on and heads-on skill and knowledge development for people of all ages on all subjects. Not only do well-designed games create an engaging atmosphere, they also provide a non-threatening, playful, yet competitive environment in which to focus on content and reinforce and apply learning. Mistakes are useful and point out what we need to learn. The board itself provides a visual metaphor to help connect information. Game elements, discussions, and problem solving with fellow team members about the content are vehicles for learning. Subtle redundancy to reinforce learning and insure retention should be incorporated into the game design. Good questions, problems to solve, and situations to consider allow players to think through and apply what they learn.

However, there were some problems in the process of teaching passive voice by using linked-circles board games. First of all, the researcher, who also played a role as a teacher, lost control of the class. All of the students became active and got too much noisy. Sometimes they did not listen to teacher's instruction. It became so difficult to manage student's activities one by one. Classroom management is thus a great concern to many teachers. Teachers may use some signals to have students lower their voices or stop talking. Setting a specific time limit for performing a task is also needed in order not to tire or bore students. It is essential, also, that the goals and rules of a game should be clearly explained to students before conducting an activity because students' confusion and misunderstanding about a game may bring about chaos (Wang, 2010: 140)

The second one is games, especially board games took too much times. Based on the syllabus, the teacher only had a limited amount of time to teach the material. She had no choice. She could not ask for some more times because it would reduce the times for other materials. It becomes a big problem not only for the teacher herself, but also all English teachers who want to apply games in their class. Time management is very important in this case.

Yolageldili and Arikan, (2011) quote Lee's statement (1979) that games should not be regarded as a marginal activity, filling in odd moments when the teacher and class have nothing better to do. They then



conclude that with this in mind, games should be put into the center of classroom teaching and they should not be treated as a merely warm-up activity. Rinvoluceri (1990) in Yolageldili and Arikan, (2011) clarifies that a game can be used in any of these three stages while using them as a part of grammar instruction: (a) before presenting a given structure, especially to find out diagnostically how much knowledge is already known by the learners; (b) after a grammar presentation to see how much the group have grasped; (c) as a revision of a grammar area.

During the activity, students were forced to find the grammatical rules of passive voice by themselves. Students were not provided with any structures but examples and they had to discover the rules by themselves. They were asked to do tasks focused on passive voice practicing. The researcher helped the students but still did not draw their attention to the grammatical rules of passive voice. By using this method, the students will memorize every single rule better because the rule that they discover themselves tends to fix in their minds.

However, there are some disadvantages of encouraging students to work grammatical rules out for themselves (Thornbury, 1999: 54-55). They are as follow:

- a. The time and energy spent in working out a rule may mislead students into believing that rules are the objective of language learning, rather than meaning.

- b. The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice
- c. Students may hypothesise the wrong rule, or their version of the rule may be either too broad or too narrow in its application: this is especially a danger where there is no overt testing of their hypothesis, either through practice example or by eliciting statement of the rule.
- d. It can place heavy demands on teachers in planning a lesson. They need to select and organise the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.
- e. However carefully organised the data is, many languages are such as aspect and modality resist easy rule formulation.
- f. An inductive approach of teaching grammar frustrates students who, by dint of their personal learning style or their past learning experience (or both) would prefer simply to be told the rule.

#### **4. The Discussion of Students' Achievements**

From the hypothesis testing, it can be concluded that using linked circles board games based on active learning method did not give any effect in teaching passive voice of the eleven grade of SMA Negeri 1 Gamping. The students of experimental group, who were taught by using linked-circles board games, got better achievements. Their scores increased significantly. In the same time, the students of control group

who were taught without using linked-circles board games also got better achievements. Their scores also increased. In simple words, there was no significant difference in teaching passive voice using linked-circles board games of the eleventh grade students at SMA Negeri 1 Gamping compared to the one without using linked-circles board games.

The achievements of control group students also increased significantly, though they were not taught by using linked-circles board games, because they had a great willingness to get the better scores than before (pre-test scores). Students may make efforts to learn an L2 (i.e. English) for some functional reason. This kind of motivation is called instrumental motivation, which seems to be the major force determining success in L2 learning (Ellis, 2008: 75). In other words, instrumental motivation refers to acquiring a language as a means for attaining instrumental goal (Brown, 2000: 162).

For many students, achievement can often bring benefits, and failure can often bring shame. These statements can be described as achievement motivation. Some students have a need to achieve in all that they do. Their desire for success drives them to accomplish every task, no matter what the task is, or the difficulties involved in completing it. Other students also feel a need for success, but consider the value or worth of the task before attempting it. If the student feels the task has no value, the student chooses not to do the task, even though they are

perfectly capable of accomplishing the task (Atkinson, 1974 in Zenzen, 2002).

Naiman et al, in Ur (2009: 275) argue that the most successful students are not necessary those to whom a language comes very easily; they are those who display certain typical characteristic, most of them clearly associated with motivation, those are as follows:

- a. Positive task oriented. The learner willing to tackle tasks and challenges, and has confidence in his or her success;
- b. Ego-involvement. The learner finds it important to succeed in learning and promote his or her own positive self-image;
- c. Need for achievement. The learner has needs to achieve, to overcome difficulties and succeed in what he or she sets out to do;
- d. High aspiration. The learner is ambitious, goes for demanding challenges, high proficiency, top grades;
- e. Goal orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her effort towards achieving them;
- f. Perseverance. The learner consistently invests a high level of effort in learning, and it is not discouraged by setbacks or apparent lack progress;
- g. Tolerance of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding will come later.

The experimental group students, who were taught by using linked-circles board games, were motivated in a different way. As Tuan and Doan (2010) conclude that games are highly motivating since they are amusing, interesting and at the same time challenging. The activities in a game get all the students to move around, activate their mental capacities and stimulate neural networks, thus motivating learners in learning and retention. At that time, students who are shy also attend the activities with fun, forgetting their shyness and feeling of fear. In line with them, Ur (2009: 281) says that gamelike activities provide pleasurable tension and challenge through the process of attaining some 'fun' goal while limited by rules. The introduction of such rules (an arbitrary time limit, for example) can add spice to almost any goal-oriented task.

In addition, Tuan and Doan (2010) state that games employ meaningful and useful language in real contexts. They can be used to give practice in all language skills and grammar points in this case, and be used to practice many types of communication. If these games are good then learners will be learning while they are playing. Moreover they quote the statement of Avedon & Sutton-Smith (1971), as follow: The main reason why games are considered effective learning aids is that they spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses .

Motivation is necessary for learning since it makes human beings want to learn. Although it is not an absolute condition of learning, however, motivation is needed for the improvement of the achievement. When the students have higher motivation to increase their achievements, they will be encouraged to do their best, to do better than others. If students realize their own need for achievement, it will be an intense drive to improve motivation in learning. In other word, the higher motivation is, the higher the achievement will be.

The second reason that made the scores of control group increased was classroom discipline. It seems fairly clear that in a disciplined classroom it is easier to activate students in the way the teachers want, and that time will be probably spent on-task, rather than wasted on organizational problems or disruptive behaviour. In a disciplined classroom, the lesson is going according to plan. (2009: 261). As the result, the objectives of teaching-learning process were achieved. There are some possible characteristics of a disciplined classroom, as follow:

- a. Learning is taking place;
- b. It is quiet;
- c. The teacher is in control;
- d. Teacher and students are cooperating smoothly;
- e. Students are motivated;
- f. The lesson is proceeding according to plan;

- g. Teacher and students are aiming for the same objective;
- h. The teacher has natural charismatic 'authority' (Ur, 2009: 260).

On the other hand, there was a difference of students' achievement between experimental group and control group based on the improvement of the scores in general. The highest score of pre-test in experimental group was 6.75. The mean of pre-test was 5.10. The highest score of post-test in experimental group was 9.25. The mean of post-test was 7.57. The highest score of pre-test in control group was 6.25. The mean of pre-test was 4.81. The highest score of post-test in control group was 7.75. The mean of post-test was 6.92.

The highest score of experimental group increased 2.25 points or 33.33 %. While the highest score of control group increased 1.5 points or 24 %. The mean score of experimental group increased 2.47 points or 48.43%. The improvement of experimental group was better than control group. It means that teaching passive voice by using linked-circles board games (LCBG) was still better the teaching passive voice conventionally or without using linked-circles board games (LCBG).

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. CONCLUSIONS**

In order to be able to communicate effectively in English, students need to improve their grammatical competence as one of communicative competence components. If the grammatical structure used is incorrect, there would be misunderstanding. Passive voice can be said as an important part of grammatical structure used in any kind of English form, both written and spoken. Students have to be able to identify and use the correct form of passive voice in order to get good language skills achievements.

However, the teaching of passive voice can easily bring a big problem in an ESL class. The words of passive voice could be not interesting for students when teachers explain about the tenses markers and students only listen to the explanation. In order to motivate students in learning passive voice, the teacher should not use traditional methods in teaching grammar like making a long explanation, filling the grammar exercises or testing, but they can try other interesting ways, for example linked-circles board games.

However, there were some problems in the process of teaching passive voice by using linked-circles board games. First of all, the researcher, who also played a role as a teacher, lost control of the class. The second one is games, especially board games, take too much times.



From the findings and discussions in the previous chapter, the result of  $z_o$  is 1.46 and  $z_t$  is 1.96.  $z_o$  (1,46) is lower than  $z_t$  (1.96) with the 5% level of significance. It proves that there was no significant difference in teaching passive voice using linked-circles board games of the eleventh grade students at SMA Negeri 1 Gamping compared to the one without using linked-circles board games.

On the other hand, there was a difference of students' achievement between experimental group and control group based on the improvement of the scores in general. The highest score of experimental group is increased 2.25 points or 33.33 %. While the highest score of control group is increased 1.5 points or 24 %. The mean score of experimental group is increased 2.47 points or 48.43%. It means that linked-circles board games are still useful to teach passive voice because the improvement of experimental group's highest score and mean score are higher than control group's.

## **B. SUGGESTIONS**

Based on the explanations in the previous chapter, the writer would like to give some suggestions, as follow:

1. The English teacher should be able to consider the appropriate teaching method and media that will be used in ESL class, especially grammar class. It is possible for the teacher to apply active learning method through the use of linked-circles board games as the media in teaching

passive voice. It is proved that students are more motivated in learning passive voice when the games were played.

2. For the students, they should motivate themselves to do a lot of grammar exercises, particularly passive voice exercises, in order to increase their understanding and improve their achievements.
3. For the schools, they should pay more attention in the provision of teaching-learning media which will help a lot in achieving the English teaching-learning objectives.
4. For next researchers, they are expected to do further study to find out the effectiveness of linked-circles board games in teaching different English language aspects or skills. Moreover they should try to conduct other studies about the effectiveness of using other teaching methods or media in improving students' grammatical competence.

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